

119TH 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. MARKEY, Ms. HIRONO, Mr. LUJÁN, Mr. WELCH, Mr. FETTERMAN, Mr. MERKLEY, and Ms. WARREN) 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.

2

TITLE I—INCREASING FEDERAL INVESTMENTS IN OUR NATION'S
PUBLIC SCHOOLS

- 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—SUPPORTING OUR NATION'S EDUCATORS

PART A—ENSURING TEACHERS ARE PAID A LIVABLE AND COMPETITIVE
WAGE

- Sec. 201. Definitions.
- Sec. 202. State Teacher Pay Plan Addendum.
- Sec. 203. Paying teachers livable and competitive salaries and wages.
- Sec. 204. Collective bargaining and related rules.

PART B—MODERNIZING THE TEACHING PROFESSION TO IMPROVE STUDENT
LEARNING

- Sec. 211. Definitions.
- Sec. 212. State commissions to advance the teaching profession.
- Sec. 213. Advancing the teaching profession grants.
- Sec. 214. Pay Paraprofessionals and Education Support Staff Act.
- Sec. 215. Rules.

PART C—TECHNICAL ASSISTANCE; REPORTING; ADMINISTRATION; STUDY

- Sec. 221. Annual State report to the Secretary.
- Sec. 222. Promoting the equitable distribution of in-field, experienced, and effective teachers.
- Sec. 223. Improving resource equity.
- Sec. 224. Strengthening per-pupil expenditure reporting.
- Sec. 225. State administration.
- Sec. 226. National Academies study to improve ESEA's resource equity requirements.

TITLE III—INVESTING IN EDUCATOR PREPARATION AND THE
TEACHING PIPELINE

- 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—

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

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

7 (B) increases regularly throughout a teach-
8 er's career;

9 (2) ensure paraprofessionals and education sup-
10 port staff are paid a living wage of not less than
11 \$45,000 per year or \$30.00 an hour;

12 (3) increase Federal investments in public
13 schools, and call upon States and local governments
14 to increase investments in public education in order
15 to promote educational equity, including by ensuring
16 that every public school student is taught by a quali-
17 fied teacher; and

18 (4) invest in a diverse teacher workforce, by
19 strengthening the educator pipeline and supporting
20 career development and advancement through ex-
21 panded teacher leadership and professional advance-
22 ment opportunities.

23 **SEC. 3. FINDINGS.**

24 Congress finds the following:

1 (1) Public school teachers in the United States
2 have one of the toughest, most demanding, and most
3 under-appreciated jobs in the United States.

4 (2) In the majority of States, public elementary
5 and secondary school teachers do not earn a livable
6 and competitive salary. According to the 2024 report
7 by the Economic Policy Institute, on average, teach-
8 ers in 2023 earned 5.1 percent less than teachers
9 did in 1996, while during the same time period, the
10 wages for other similarly-educated professionals in-
11 creased by 30 percent.

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

1 (A) The Earned Income Tax Credit under
2 section 32 of the Internal Revenue Code of
3 1986.

4 (B) The Medicaid program.

5 (C) The Children's Health Insurance pro-
6 gram.

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

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

14 (4) One estimate shows that in school year
15 2020–2021, 17 percent of public school teachers
16 worked multiple jobs during the school year, such as
17 working in restaurants or driving for ride-share plat-
18 forms.

19 (5) The reality for paraprofessionals and edu-
20 cation support staff is even more troubling. In
21 school year 2022–23, full-time workers earned on
22 average \$33,756, with 38 percent of workers earning
23 less than \$25,000 and 12.5 percent earning less
24 than \$15,000. This is no way to treat the critical
25 school staff who manage our school grounds, keep

1 our students safe, drive them to school, and work in
2 our Nation’s classrooms.

3 (6) According to the National Education Asso-
4 ciation, the average starting teacher salary in the
5 United States was \$44,530 in the 2022–2023 school
6 year. This is an increase of 3.9 percent over the pre-
7 vious school year. 28.6 percent of school districts
8 pay their starting teachers less than \$40,000, and
9 those districts employ 17.9 percent of teachers na-
10 tionwide. Only 12.9 percent of starting teachers na-
11 tionwide earn a salary of \$60,000 or more. Nation-
12 wide, 38 percent of teachers earn less than \$60,000.

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

21 (8) Nearly 70 years after *Brown v. Board of*
22 *Education of Topeka*, 347 U.S. 483 (1954), required
23 the provision of public education to all people “on
24 equal terms,” children of color, children with disabil-
25 ities, and children in low-income communities are

1 routinely denied a high-quality education. The Civil
2 Rights Data Collection of the Office for Civil Rights
3 of the Department of Education shows that schools
4 with high enrollment of students of color are 4 times
5 as likely to employ uncertified teachers compared to
6 schools with low enrollment of students of color. Ad-
7 ditional studies show that teachers with less than 3
8 years of experience are concentrated in schools serv-
9 ing a high percentage of students from low-income
10 backgrounds and students of color.

11 (9) Research, including a study by the Eco-
12 nomic Policy Institute, has found that raising teach-
13 er salaries helps attract youth into teaching, encour-
14 ages teachers to teach in underserved schools, im-
15 proves teacher retention and morale, and bolsters
16 student academic outcomes. According to the Learn-
17 ing Policy Institute, controlling for other factors,
18 teachers employed by local educational agencies with
19 the highest salary schedules are 31 percent less like-
20 ly to leave than teachers employed by local edu-
21 cational agencies with lower pay scales.

22 (10) According to the Consortium for Policy
23 Research in Education at the University of Pennsyl-
24 vania, teachers who enter the profession through
25 comprehensive and high-quality pathways are 2 to 3

1 times more likely to remain in the profession than
2 underprepared teachers who enter through less than
3 comprehensive pathways.

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

9 (12) Teachers in the United States are system-
10 ically underpaid compared to their similarly edu-
11 cated peers. According to the Organisation for Eco-
12 nomic Co-operation and Development, teachers in
13 the United States are paid 64 percent what simi-
14 larly-educated professionals earn, which is a much
15 more extreme pay gap than in other industrialized
16 nations.

17 (13) Raising teacher salaries to at least
18 \$60,000 a year, ensuring competitive pay through-
19 out the lifetime of the teaching career, and empow-
20 ering teachers are some of the most important steps
21 the United States can take to address the teacher
22 shortage crisis and ensure all students have access
23 to qualified teachers and educational opportunity.
24 Paying teachers as the professionals they are is crit-
25 ical in order to honor the work of educators, restore

1 respect to the teaching profession, and create a
2 high-quality public education system that serves the
3 needs of students, families, and teachers.

4 (14) Most paraprofessionals and education sup-
5 port staff are employed to work only 36 to 38 hours
6 per week and are laid off during the summer.

7 **SEC. 4. DEFINITIONS.**

8 In this Act:

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

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

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

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

24 (a) REGULATIONS.—Not later than 1 year after the
25 date of enactment of this Act, the Secretary shall issue

1 final regulations related to the implementation of this Act
2 and the amendments made by this Act, including the pro-
3 visions of subsection (i) of section 1111, section 2253, and
4 2254 of the Elementary and Secondary Education Act of
5 1965 (20 U.S.C. 6311), as added by this Act.

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

11 **TITLE I—INCREASING FEDERAL**
12 **INVESTMENTS IN OUR NA-**
13 **TION’S PUBLIC SCHOOLS**

14 **SEC. 101. MANDATORY APPROPRIATIONS FOR PART A OF**
15 **TITLE I OF THE ESEA.**

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

21 (1) for fiscal year 2026, \$36,813,604,000; and

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

1 **SEC. 102. MANDATORY APPROPRIATIONS FOR RURAL EDU-**
2 **CATION.**

3 In addition to amounts otherwise available, there are
4 appropriated, out of any money in the Treasury not other-
5 wise appropriated, to the Secretary to carry out part B
6 of title V of the Elementary and Secondary Education Act
7 of 1965 (20 U.S.C. 7341 et seq.)—

8 (1) for fiscal year 2026, \$440,000,000; and

9 (2) for each succeeding fiscal year, the amount
10 appropriated under this section for the preceding fis-
11 cal year, increased by the annual adjustment per-
12 centage.

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

14 In addition to amounts otherwise available, there are
15 appropriated, out of any money in the Treasury not other-
16 wise appropriated, to the Secretary to provide payments
17 for eligible federally connected children under section
18 7003(b) of the Elementary and Secondary Education Act
19 of 1965 (20 U.S.C. 7703(b))—

20 (1) for fiscal year 2026, \$1,474,000,000; and

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

1 **SEC. 104. MANDATORY APPROPRIATIONS FOR BUREAU OF**
2 **INDIAN EDUCATION.**

3 In addition to amounts otherwise available, there are
4 appropriated, out of any money in the Treasury not other-
5 wise appropriated, to the Bureau to be allocated by the
6 Director of the Bureau for programs or activities operated
7 or funded by the Bureau for Bureau-funded schools—

- 8 (1) for fiscal year 2026, \$1,131,000,000; and
9 (2) for each succeeding fiscal year, the amount
10 appropriated under this section for the preceding fis-
11 cal year, increased by the annual adjustment per-
12 centage.

13 **TITLE II—SUPPORTING OUR**
14 **NATION’S EDUCATORS**
15 **PART A—ENSURING TEACHERS ARE PAID A**
16 **LIVABLE AND COMPETITIVE WAGE**

17 **SEC. 201. DEFINITIONS.**

18 (a) IN GENERAL.—Subpart 1 of part A of title I of
19 the Elementary and Secondary Education Act of 1965 (20
20 U.S.C. 6311 et seq.) is amended by adding at the end
21 the following:

22 **“SEC. 1120. DEFINITIONS RELATING TO TEACHER SALA-**
23 **RIES.**

24 **“(a) IN GENERAL.—In this subpart:**

25 **“(1) ANNUAL ADJUSTMENT PERCENTAGE.—**
26 The term ‘annual adjustment percentage’, with re-

1 spect to a fiscal year, means a percentage equal to
2 the estimated percentage change in the Consumer
3 Price Index, as determined by the Secretary, for the
4 most recent calendar year ending prior to the begin-
5 ning of such fiscal year.

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

8 “(A) means the base salary, calculated as
9 an annual rate of pay, of a full-time teacher;
10 and

11 “(B) excludes—

12 “(i) any additional compensation
13 earned by the teacher for taking on addi-
14 tional responsibilities (such as coaching or
15 teaching during the summer or after
16 school); and

17 “(ii) bonuses, stipends, and awards.

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

22 “(4) MINIMUM SALARY FOR TEACHERS.—The
23 term ‘minimum salary for teachers’ means an
24 amount, determined by the State, that all full-time
25 teachers employed by a local educational agency are,

1 at a minimum, required by the State to be com-
2 pensated by such agency as their annual base salary,
3 and which—

4 “(A) for teachers in their first year of
5 teaching, shall be an annual rate of pay that is
6 not less than the amount described in sub-
7 section (b); and

8 “(B) for teachers with more than 2 year of
9 experience, shall be an annual rate of pay
10 that—

11 “(i) is greater than the amount de-
12 scribed in subsection (b); and

13 “(ii) increases as the experience of a
14 teacher increases.

15 “(5) TEACHER.—The term ‘teacher’ means—

16 “(A) an employee of a local educational
17 agency—

18 “(i) with a primary duty of teaching
19 and who is employed and engaged in teach-
20 ing in a public elementary school or sec-
21 ondary school served by such agency and is
22 not a substitute teacher;

23 “(ii) who fully meets all applicable
24 public elementary school or secondary
25 school teacher certification and licensure

1 requirements of the State in which the
2 school is located; and

3 “(iii) if the teacher is a special edu-
4 cation teacher, who meets the qualifica-
5 tions described in section 612(a)(14)(C) of
6 the Individuals with Disabilities Education
7 Act; and

8 “(B) other full-time public elementary
9 school or secondary school personnel employed
10 by a local educational agency whose annual
11 base salary is determined in accordance with
12 such agency’s salary schedule or system for a
13 full-time teacher.

14 “(b) SPECIAL RULE.—

15 “(1) IN GENERAL.—For each fiscal year, the
16 amount described in subsection (a)(4)(A) shall be
17 determined under this subsection.

18 “(2) FISCAL YEARS 2026 THROUGH 2030.—For
19 each of fiscal years 2026 through 2030, the amount
20 described in subsection (a)(4)(A) is \$60,000.

21 “(3) FISCAL YEARS 2031 AND AFTER.—

22 “(A) IN GENERAL.—For the fiscal year pe-
23 riod 2031 through 2035 and for each subse-
24 quent 5 fiscal year period, the amount described

1 in subsection (a)(4)(A) shall be adjusted for in-
2 flation as described in subparagraph (B).

3 “(B) DETERMINATION.—The amount shall
4 be equal to the amount applicable for the pre-
5 vious 5 fiscal year period, increased by the
6 greater of—

7 “(i) the aggregate annual adjustment
8 percentage over the previous 5 fiscal years;
9 or

10 “(ii) 2 percent of the amount applica-
11 ble under this subsection for the previous
12 5 fiscal year period.”.

13 (b) TABLE OF CONTENTS.—The table of contents in
14 section 2 of the Elementary and Secondary Education Act
15 is amended by inserting after the item relating to section
16 1119 the following:

“Sec. 1120. Definitions.”.

17 **SEC. 202. STATE TEACHER PAY PLAN ADDENDUM.**

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

21 “(5) STATE TEACHER PAY PLAN ADDENDUM.—
22 Not later than 1 year after the date on which the
23 Secretary issues final rules related to the implemen-
24 tation of the Pay Teachers Act in accordance with
25 section 5 of such Act, a State that receives assist-

1 ance under this part shall submit the State’s Teach-
2 er Pay Plan Addendum to the Secretary in accord-
3 ance with the procedures and requirements deter-
4 mined by the Secretary. The State’s Teacher Pay
5 Plan Addendum shall include each of the following:

6 “(A) A description of the State’s plan to
7 provide a competitive salary regularly through-
8 out the career of public elementary school and
9 secondary school teachers, including an assur-
10 ance that the State will—

11 “(i) under the timeline specified in
12 subsection (i)(2), comply with subpara-
13 graphs (A) and (B) of subsection (i)(2); or

14 “(ii) not later than 1 year after the
15 date the Secretary issues final rules in ac-
16 cordance with section 5 of the Pay Teach-
17 ers Act, submit a request to the Secretary
18 to participate in the Teacher Salary Im-
19 provement pathway and for an extended
20 timeline to comply with the teacher salary
21 requirements described in subparagraphs
22 (A) and (B) of subsection (i)(1), if the
23 State meets the eligibility criteria described
24 in subsection (i)(3).

1 “(B) A description of the State’s plan to
2 increase the State’s per-pupil expenditures or
3 the aggregate expenditures of the State with re-
4 spect to the provision of free public education
5 in the State, in a manner that—

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

15 “(ii) does not—

16 “(I) increase average class sizes
17 or student to full-time equivalent
18 teacher ratios at the State, local edu-
19 cational agency, or school level;

20 “(II) reduce planning time; or

21 “(III) require teachers to teach
22 additional classes.

23 “(C) An identification, with respect to the
24 average teacher salary baselines (as such term
25 is defined in subsection (i)(3)(A)(i)) in the most

1 recent fiscal year, of the statewide average and
2 the average in each local educational agency in
3 the State.

4 “(D) An identification of the number and
5 percentage of teachers employed by local edu-
6 cational agencies in the State who earn a salary
7 of less than \$60,000 annually, disaggregated by
8 each period of service specified in subsection
9 (i)(3)(A)(i), across the State and in each such
10 local educational agency.

11 “(E) A description of the State’s plan to
12 comply with the equitable distribution of teach-
13 ers requirement under paragraph (1)(B).”.

14 **SEC. 203. PAYING TEACHERS LIVABLE AND COMPETITIVE**
15 **SALARIES AND WAGES.**

16 Section 1111 of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C. 6311) is amended—

18 (1) by redesignating subsections (i), (j), (k),
19 and (l), as subsections (k), (l), (m), and (n), respec-
20 tively; and

21 (2) by inserting after subsection (h) the fol-
22 lowing:

23 “(i) IMPROVING TEACHER SALARIES.—

24 “(1) IMPROVING TEACHER SALARIES.—

25 “(A) MINIMUM SALARY FOR TEACHERS.—

1 (2) and (3), a State that receives assistance
2 under this part shall demonstrate that all
3 teachers employed by local educational agencies
4 in the State are compensated with a livable and
5 competitive salary for teachers, which shall be
6 an amount that—

7 “(i) is at least the minimum salary for
8 teachers;

9 “(ii) increases throughout each teach-
10 er’s career; and

11 “(iii) is at least commensurate with
12 annual salaries for college-educated and
13 experienced professionals in the region in
14 which such agencies are located, as deter-
15 mined in accordance with procedures and
16 requirements established by the Secretary.

17 “(2) TIMING.—

18 “(A) IN GENERAL.—Except as provided in
19 subparagraph (B), the Secretary shall ensure
20 that, not later than 4 years after the date of
21 implementation of the final regulations issued
22 in accordance with section 5 of the Pay Teach-
23 ers Act, each State that receives assistance
24 under this part meets the teacher salary re-

1 requirements described in subparagraphs (A) and
2 (B) of paragraph (1).

3 “(B) EXCEPTION.—A State, if eligible,
4 may request and be approved by the Secretary
5 to participate in the Teacher Salary Improve-
6 ment pathway described in paragraph (3) that
7 provides an extended timeline to comply with
8 the teacher salary requirements described in
9 subparagraphs (A) and (B) of paragraph (1).

10 “(3) TEACHER SALARY IMPROVEMENT PATH-
11 WAY.—

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

13 “(i) AVERAGE TEACHER SALARY
14 BASELINES.—The term ‘average teacher
15 salary baselines’ means, for each of the fol-
16 lowing years of service as teachers, the av-
17 erage annual base salaries of all full-time
18 teachers employed by local educational
19 agencies in the State:

20 “(I) 0 years, or starting teacher
21 salaries.

22 “(II) 3 years.

23 “(III) 5 years.

24 “(IV) 10 years.

25 “(V) 15 years.

1 “(VI) 20 years.

2 “(VII) 25 years.

3 “(ii) ELIGIBLE IMPROVEMENT
4 STATE.—The term ‘eligible improvement
5 State’ means a State—

6 “(I) that had an annual starting
7 statewide teacher salary average that
8 was less than \$45,000 in fiscal year
9 2025;

10 “(II) in which 50 percent or
11 more of the teachers employed by
12 local educational agencies in the State
13 did not receive an annual base salary
14 of \$60,000 or more in fiscal year
15 2025; and

16 “(III) that demonstrates to the
17 Secretary substantial need for the ex-
18 tended timeline to comply with the
19 teacher salary requirements described
20 in subparagraphs (A) and (B) of
21 paragraph (1), and with respect to
22 which the Secretary determines that
23 providing such State with an extended
24 timeline would be equitable due to—

1 “(I) make such information pub-
2 licly available on the State educational
3 agency’s website; and

4 “(II) update that information on
5 an annual basis.

6 “(ii) A timeline, consistent with the
7 goals required under clause (iii), to ensure
8 that, not later than 6 years after the re-
9 ceipt of approval to participate in the
10 Teacher Salary Improvement pathway
11 under this paragraph—

12 “(I) all teachers employed by
13 local educational agencies operating in
14 the State are paid not less than the
15 minimum salary for teachers; and

16 “(II) all teachers employed by
17 local educational agencies operating in
18 the State are compensated with a liv-
19 able and competitive salary, in accord-
20 ance with the requirements of para-
21 graph (1)(B).

22 “(iii) For each fiscal year in the
23 timeline specified in clause (ii), statewide
24 annual goals for increasing average teacher
25 salary baselines in a manner that—

1 “(I) annually proposes a percent-
2 age increase in the average teacher
3 salary baselines, disaggregated by
4 each period of service described in
5 subparagraph (A)(i);

6 “(II) provides for the first in-
7 crease to occur not later than 2 fiscal
8 years after the receipt of approval to
9 participate in the Teacher Salary Im-
10 provement pathway; and

11 “(III) makes significant progress
12 toward ensuring that teachers are
13 paid an annual base salary in accord-
14 ance with the requirements specified
15 in subclauses (I) and (II) of clause (ii)
16 by the end of the timeline described in
17 such clause.

18 “(iv) A description of the State’s plan
19 to require all local educational agencies in
20 the State, for any fiscal year in which an
21 agency does not pay their teachers the
22 minimum salary for teachers, to—

23 “(I) at a minimum, increase the
24 salaries of the teachers employed by
25 such agency in accordance with the

1 statewide annual goals established in
2 clause (iii) for that fiscal year; and

3 “(II) ensure those increases in
4 salaries required under subclause (I)
5 are aligned with the livable and com-
6 petitive salary requirements described
7 in paragraph (1)(B).

8 “(v) An identification of the number
9 of teachers employed by local educational
10 agencies in the State who earn less than
11 the minimum salary for teachers,
12 disaggregated by each period of service de-
13 scribed in subparagraph (A)(i), across the
14 State and employed by each local edu-
15 cational agency.

16 “(vi) A description of the State’s plan
17 to support local educational agencies in in-
18 creasing salaries or wages for teachers,
19 paraprofessionals, specialized instructional
20 support personnel, classified school employ-
21 ees, principals, other school leaders, school
22 librarians, school bus drivers, and other
23 staff across their careers, including
24 through providing increased resources to
25 local educational agencies.

1 “(vii) A description of how the State
2 will meet the requirements described in
3 subparagraphs (A) and (B) of paragraph
4 (2) without—

5 “(I) increasing the average class
6 sizes or student to full-time equivalent
7 teacher ratios;

8 “(II) reducing planning time; or

9 “(III) requiring teachers to teach
10 additional classes at the State, local
11 educational agency, or school level.

12 “(viii) A description of how the State
13 will meet the equitable distribution require-
14 ment under subsection (g)(1)(B) during
15 the period of the State’s participation in
16 the Teacher Salary Pay Improvement
17 pathway and after the State exits the path-
18 way.

19 “(C) PUBLIC COMMENT.—A State edu-
20 cational agency that submits an extension re-
21 quest to participate in the Teacher Salary Im-
22 provement pathway under this paragraph
23 shall—

24 “(i) provide the public and any inter-
25 ested local educational agency in the State

1 with notice and a reasonable and easily ac-
2 cessible opportunity to comment and pro-
3 vide input on the request;

4 “(ii) submit a summary of the com-
5 ments to the Secretary, with a description
6 of how the State addressed the comments,
7 and make such summary with description
8 publicly available on the website of the
9 State educational agency; and

10 “(iii) provide notice and a reasonable
11 time to comment to the public and local
12 educational agencies.

13 “(D) DURATION AND REPEAT REQUESTS
14 TO PARTICIPATE IN THE TEACHER SALARY IM-
15 PROVEMENT PATHWAY.—

16 “(i) IN GENERAL.—A request ap-
17 proved by the Secretary under this para-
18 graph may be for a period of not more
19 than 6 years.

20 “(ii) REVISING GOALS.—If a State
21 demonstrates to the Secretary that such
22 State is making substantial progress in
23 meeting its statewide annual goals de-
24 scribed in subparagraph (B)(iii) and dem-
25 onstrates the need for additional flexibility

1 to revise such goals to continue to make
2 substantial progress in reaching the re-
3 quirements described in subclauses (I) and
4 (II) of subparagraph (B)(ii), such State
5 may, not earlier than 3 years after such
6 State’s request to participate in the Teach-
7 er Salary Improvement pathway was ap-
8 proved by the Secretary, revise their state-
9 wide annual goals described in subpara-
10 graph (B)(iii) if the Secretary determines
11 such revisions will help the State continue
12 to make significant progress in meeting
13 such requirements.

14 “(iii) SUBSEQUENT REQUESTS TO
15 PARTICIPATE IN THE TEACHER SALARY IM-
16 PROVEDMENT PATHWAY.—A State edu-
17 cational agency that wishes to receive an
18 additional approval to participate in the
19 Teacher Salary Improvement pathway
20 under this paragraph shall submit a new
21 request, in accordance with the require-
22 ments of subparagraphs (B) and (C), if
23 the State demonstrates that the initial re-
24 quest has been effective in enabling the
25 State to increase teacher salaries in a man-

1 the minimum salary for teachers;
2 and

3 “(bb) all teachers employed
4 by local educational agencies in
5 the State are compensated with a
6 livable and competitive salary, in
7 accordance with the requirements
8 in paragraph (1)(B).

9 “(ii) REVISION AND DISAPPROVAL.—
10 The Secretary shall act on requests to par-
11 ticipate in the Teacher Salary Improve-
12 ment pathway under this paragraph in a
13 manner that is similar to the actions of the
14 Secretary for waiver revision and dis-
15 approval under subparagraphs (B) and (C)
16 of section 8401(b)(4).

17 “(F) REPORTS.—For each fiscal year for
18 which a State educational agency participates in
19 the Teacher Salary Improvement pathway
20 under this paragraph, such agency shall prepare
21 and submit an annual report to the Secretary,
22 which shall include—

23 “(i) updated average teacher salary
24 baselines for that fiscal year, disaggregated
25 by the statewide average and the average

1 in each local educational agency in the
2 State;

3 “(ii) a description of how the State
4 and local educational agencies in the State
5 increased the average teacher salary base-
6 lines in a manner consistent with the state-
7 wide annual goals for the corresponding
8 fiscal year, as described in subparagraph
9 (B)(iii);

10 “(iii) a description that includes—

11 “(I) updated data on the number
12 of teachers employed by local edu-
13 cational agencies in the State who
14 earn less than the minimum salary for
15 teachers, disaggregated by each period
16 of service described in subparagraph
17 (A)(i), across the State and employed
18 by each local educational agency;

19 “(II) the identification of local
20 educational agencies that have in-
21 creased the number of teachers who
22 earn less than the minimum salary for
23 teachers; and

24 “(III) the actions the State edu-
25 cational agency will take in the next

1 fiscal year to support local educational
2 agencies described in subclause (II) in
3 decreasing the number of teachers
4 employed by such agencies who earn
5 less than the minimum salary for
6 teachers;

7 “(iv) a description of actions taken by
8 the State to increase the State’s per-pupil
9 expenditures or the aggregate expenditures
10 of the State with respect to the provision
11 of free public education in the State, in a
12 manner that—

13 “(I) supports local educational
14 agencies in increasing salaries or
15 wages for teachers, paraprofessionals,
16 specialized instructional support per-
17 sonnel, classified school employees,
18 principals, other school leaders, school
19 librarians, school bus drivers, and
20 other staff across their careers, in-
21 cluding through providing increased
22 resources to local educational agen-
23 cies; and

24 “(II) does not—

1 “(aa) increase average class
2 sizes or student to full-time
3 equivalent teacher ratios at the
4 State, local educational agency,
5 or school level;

6 “(bb) reduce planning time;
7 or

8 “(cc) require teachers to
9 teach additional classes; and

10 “(v) a description of how the State
11 improved the equitable distribution of
12 teachers in such fiscal year, as required
13 under subsection (g)(1)(B).”.

14 **SEC. 204. COLLECTIVE BARGAINING AND RELATED RULES.**

15 Section 1111 of the Elementary and Secondary Edu-
16 cation Act of 1965 (20 U.S.C. 6311), as amended by sec-
17 tion 203, is further amended by inserting after subsection
18 (i) the following:

19 “(j) RULES.—

20 “(1) RULE OF CONSTRUCTION FOR COLLECTIVE
21 BARGAINING.—

22 “(A) IN GENERAL.—Subject to subpara-
23 graph (B), nothing in subsection (i) shall be
24 construed to alter or otherwise affect the rights,
25 remedies, and procedures afforded to school or

1 local educational agency employees under Fed-
2 eral, State, or local laws (including applicable
3 regulations or court orders) or under the terms
4 of collective bargaining agreements, memoranda
5 of understanding, or other agreements between
6 such employers and their employees.

7 “(B) COMPLIANCE.—Subparagraph (A)
8 shall not be construed to exempt a State, local
9 educational agency, or school from complying
10 with subsection (i) or from negotiating in com-
11 pliance with State labor laws to comply with
12 subsection (i).

13 “(2) RULE OF CONSTRUCTION FOR ADDITIONAL
14 PAY OR OTHER SALARY AUGMENTING SYSTEMS.—
15 Nothing in subsection (i) shall be construed to pre-
16 vent States or local educational agencies from
17 supplementing the annual base salary of teachers or
18 other staff employed by such agencies—

19 “(A) for additional skills, knowledge, du-
20 ties, and responsibilities;

21 “(B) by salary systems that increase teach-
22 ers’ compensation through supplemental pay
23 that is not part of an annual base salary; or

24 “(C) through the provision of bonuses, sti-
25 pends, or awards.

1 “(3) NO WAIVER AUTHORITY.—Section 8401
2 shall not apply to subsection (i).”.

3 **PART B—MODERNIZING THE TEACHING**
4 **PROFESSION TO IMPROVE STUDENT LEARNING**
5 **SEC. 211. DEFINITIONS.**

6 Subpart 4 of part B of title II of the Elementary and
7 Secondary Education Act of 1965 (20 U.S.C. 6311 et
8 seq.) is amended by adding at the end the following:

9 **“Subpart 5—Modernizing the Teaching Profession**
10 **“SEC. 2251. DEFINITIONS.**

11 “In this subpart:

12 “(1) IN GENERAL.—The definitions of ‘annual
13 base salary’ and ‘teacher’ in section 1120(a) shall
14 apply.

15 “(2) CAREER LADDER.—

16 “(A) IN GENERAL.—The term ‘career lad-
17 der’ means a staffing system that advances the
18 teaching profession by providing teachers with
19 opportunities for additional responsibilities, ad-
20 justed roles, and corresponding salary increases
21 and that—

22 “(i) enables teachers, principals, other
23 school leaders, paraprofessionals, and edu-
24 cation support staff to experience distrib-

1 uted leadership, shared accountability, and
2 collaborative professional learning;

3 “(ii) promotes professional learning,
4 expertise, and retention by differentiating
5 roles in schools based on teachers’ skills,
6 expertise, and interests; and

7 “(iii) provides for professional ad-
8 vancement and other recognition based on
9 teacher impact on improving teaching and
10 learning.

11 “(B) IMPLEMENTATION.—For the purpose
12 of section 2253, the system described in sub-
13 paragraph (A) is composed of levels defined in
14 the State’s plan described in section 2253(f)
15 where salary increases are associated with levels
16 of the State’s career ladder.

17 “(3) SUBGROUP OF STUDENTS.—The term
18 ‘subgroup of students’ means each subgroup of stu-
19 dents described in section 1111(h)(1)(C)(ii).”.

20 **SEC. 212. STATE COMMISSIONS TO ADVANCE THE TEACH-**
21 **ING PROFESSION.**

22 Subpart 5 of part B of title II of the Elementary and
23 Secondary Education Act of 1965 (20 U.S.C. 6311 et
24 seq.), as added by section 211, is amended by adding at
25 the end the following:

1 **“SEC. 2252. STATE COMMISSIONS TO ADVANCE THE TEACH-**
2 **ING PROFESSION.**

3 “(a) PURPOSE.—The purpose of this section is to
4 support States in developing recommendations about pol-
5 icy and the use of resources described in subsection (b)(4)
6 to modernize and advance the teaching profession, in order
7 to—

8 “(1) ensure that all students in the United
9 States have access to experienced and qualified
10 teachers who will help those students succeed at the
11 same rates as students in the world’s highest-per-
12 forming education systems;

13 “(2) address structural and organizational defi-
14 ciencies in the teaching profession, in order to—

15 “(A) raise the standards, status, and sala-
16 ries of the teaching profession; and

17 “(B) attract and retain promising and tal-
18 ented young people to teaching; and

19 “(3) identify and reform policies and practices
20 at the State, local educational agency, and school-
21 level to promote excellent teaching for all students,
22 particularly subgroups of students.

23 “(b) AUTHORIZATION OF GRANTS.—

24 “(1) IN GENERAL.—From the amounts appro-
25 priated under subsection (g), after making the res-
26 ervations described in paragraph (2), the Secretary

1 shall award grants, on a competitive basis, to States
2 (such as a State educational agency, a Governor, an
3 entity designated by the Governor, or a consortium
4 of State agencies) that have submitted applications
5 described in subsection (d) to develop and operate
6 State commissions to develop recommendations
7 about policy and the use of resources described in
8 subsection (b)(4) to modernize and advance the
9 teaching profession, in accordance with this section.

10 “(2) RESERVATIONS.—From the total amount
11 appropriated under subsection (g) for a fiscal year,
12 the Secretary shall reserve—

13 “(A) 1 percent to inform students, parents,
14 teachers, principals, other school leaders, spe-
15 cialized instructional support personnel, edu-
16 cation system leaders, policymakers, and re-
17 searchers about the recommendations made by
18 States supported under this section and related
19 findings to modernize and advance the teaching
20 profession;

21 “(B) 2 percent for technical assistance and
22 program administration; and

23 “(C) 3 percent to provide grants, con-
24 tracts, or cooperative agreements to regional
25 educational laboratories (established under sec-

1 tion 174 of the Education Sciences Reform Act
2 of 2002 (20 U.S.C. 9564)) or qualified non-
3 profit organizations with demonstrated experi-
4 ence in research and practice related to teach-
5 ing and learning to assist States that receive
6 grants under this section in—

7 “(i) conducting applied research and
8 data analysis;

9 “(ii) summarizing and reporting on
10 policies and practices from the world’s
11 highest-performing school systems; and

12 “(iii) implementing recommendations
13 to modernize and advance the teaching
14 profession, improve instruction, and im-
15 prove students’ access to experienced and
16 qualified teachers.

17 “(3) STATE GRANTS.—

18 “(A) IN GENERAL.—A State receiving a
19 grant under paragraph (1) shall use not less
20 than 75 percent of the grant funds to develop
21 and operate a State commission that meets the
22 requirements of this paragraph (referred to in
23 this section as the ‘State Commission’).

24 “(B) STATE RESERVATIONS.—A State re-
25 ceiving a grant under paragraph (1) may re-

1 serve not more than 25 percent of the total
2 grant amount received by the State for tech-
3 nical assistance, administrative purposes, and
4 public information efforts related to the activi-
5 ties and recommendations of the State Commis-
6 sion.

7 “(C) MEMBERSHIP.—A State that receives
8 a grant to operate a State Commission under
9 this section shall ensure that—

10 “(i) not less than half of the members
11 of the State Commission are current or
12 former teachers, and that, collectively, such
13 members—

14 “(I) have diverse life experiences
15 and backgrounds;

16 “(II) serve students from urban,
17 suburban, and rural communities
18 across the State; and

19 “(III) include teachers at dif-
20 ferent stages in their careers, includ-
21 ing novice, mid-career, veteran, and
22 retired teachers; and

23 “(ii) the State Commission includes
24 not less than 1 representative from each of

1 the following categories, to the greatest ex-
2 tent practicable:

3 “(I) The Governor or a des-
4 ignated representative.

5 “(II) The State educational agen-
6 cy and the State teacher licensing or
7 credentialing agency.

8 “(III) State legislators.

9 “(IV) Current teachers.

10 “(V) Principals and other school
11 leaders, including superintendents.

12 “(VI) State and local school
13 board members.

14 “(VII) Labor organizations that
15 represent teachers, paraprofessionals,
16 and school support staff.

17 “(VIII) Civil rights organiza-
18 tions.

19 “(IX) Institutions of higher edu-
20 cation, including deans of education
21 schools or programs operated by such
22 institutions.

23 “(X) State boards, local boards,
24 or other representatives of in-demand
25 industry sectors or occupations in the

1 State (as those terms are defined in
2 section 3 of the Workforce Innovation
3 and Opportunity Act (29 U.S.C.
4 3102).

5 “(XI) The State labor agency.

6 “(XII) Parents of students en-
7 rolled in public schools in the State,
8 including parent teacher associations,
9 if applicable.

10 “(XIII) Representatives with ex-
11 pertise in school finance.

12 “(4) RESOURCES.—In developing recommenda-
13 tions about policy and the use of resources to mod-
14 ernize and advance the teaching profession, a State
15 Commission shall analyze the use and distribution of
16 Federal, State, and local resources, including in-kind
17 resources, donations, and grant opportunities, such
18 as from philanthropic organizations, and findings
19 from resource inequity reviews described in section
20 1111(d).

21 “(c) STATE APPLICATION.—In order to receive a
22 grant under this section, a State shall submit an applica-
23 tion to the Secretary at such time, in such manner, and
24 including such information as the Secretary may reason-

1 ably require. Such application shall include each of the fol-
2 lowing:

3 “(1) The State’s plan to develop and implement
4 the State Commission, which may be updated by the
5 State as necessary.

6 “(2) A description of the State’s efforts to reg-
7 ularly engage students, parents, teachers, principals,
8 other school leaders, specialized instructional sup-
9 port personnel, education system leaders, policy-
10 makers, and researchers in activities of the State
11 Commission.

12 “(3) An assurance that the State will develop a
13 final report that meets the reporting requirements in
14 subsection (e).

15 “(d) USES OF FUNDS.—

16 “(1) IN GENERAL.—A State Commission sup-
17 ported under this section shall—

18 “(A) review findings and research from
19 high-performing and rapidly improving inter-
20 national educational systems regarding policies
21 to recruit, retain, develop, and promote experi-
22 enced and qualified teachers that may be adapt-
23 able to the State’s educational context and chal-
24 lenges, such as—

1 “(i) incentivizing talented and moti-
2 vated students to pursue teaching careers;

3 “(ii) supporting effective pre-bacca-
4 laurate teacher preparation programs, as
5 described in section 202(d) of the Higher
6 Education Act of 1965, including paid clin-
7 ical experiences or practicums under the
8 supervision of expert mentor teachers to
9 ensure that novice teachers have mastered
10 the curricula and subject they plan to
11 teach;

12 “(iii) advancing the teaching profes-
13 sion through career ladders that provide
14 skilled teachers with additional responsibil-
15 ities, adjusted roles, and increased com-
16 pensation; and

17 “(iv) developing the conditions for
18 teachers, principals, and school leaders to
19 collaborate, utilize research methods, and
20 utilize differentiated teaching roles to con-
21 tinuously improve and adapt instruction to
22 improve students’ educational opportuni-
23 ties and academic outcomes, which may in-
24 clude examining how States and local edu-
25 cational agencies organize schools and the

1 school day to foster opportunities for
2 greater collaboration and improved student
3 belonging;

4 “(B) develop policy and resource use rec-
5 ommendations to modernize and advance the
6 teaching profession, in order to—

7 “(i) ensure all students in the State
8 are taught by experienced and qualified
9 teachers to improve student outcomes, in-
10 cluding academic achievement and access
11 to high-quality educational opportunities;

12 “(ii) address structural and organiza-
13 tional deficiencies in the teaching profes-
14 sion, informed by activities described in
15 subparagraph (A); and

16 “(iii) identify and reform policies and
17 practices at the State, local educational
18 agency, and school-level to promote excel-
19 lent teaching for all students, particularly
20 subgroups of students;

21 “(C) examine students’ access to in-field,
22 experienced, and qualified teachers in the State,
23 including any discrepancies in such access for
24 all students in the State and for students in the
25 State disaggregated by—

1 “(i) each subgroup of students; and

2 “(ii) students enrolled in urban, sub-
3 urban, and rural schools served by local
4 educational agencies;

5 “(D) examine short and long-term trends
6 in the State’s teaching workforce, such as—

7 “(i) the number of positions filled by
8 teachers who are not fully certified or li-
9 censed for the subject or subjects they are
10 teaching;

11 “(ii) the number of teaching positions
12 left vacant;

13 “(iii) teacher retention and turnover;

14 “(iv) teacher perceptions of learning
15 conditions, such as teacher burnout and
16 high stress rates;

17 “(v) the availability of teacher
18 wellness supports;

19 “(vi) interest among students in pur-
20 suing teaching careers and the number of
21 teacher candidates in the State; and

22 “(vii) occupational prestige and on-
23 the-job satisfaction;

24 “(E) examine whether teachers, para-
25 professionals, and education support staff are

1 paid a livable and competitive salary or wage
2 that is at least commensurate with annual sala-
3 ries for similarly-educated and experienced pro-
4 fessionals in the region in which the local edu-
5 cational agencies they are employed by are lo-
6 cated;

7 “(F) conduct educator workplace surveys
8 or studies to receive input from teachers, para-
9 professionals, and education support staff in
10 the activities of the Commission; and

11 “(G) regularly engage and inform the pub-
12 lic about such Commission’s activities and find-
13 ings.

14 “(2) ADDITIONAL ACTIVITIES.—A State com-
15 mission supported under this section may—

16 “(A) examine the quality, affordability,
17 and rigor of the State’s teacher certification or
18 licensure pathways, such as—

19 “(i) the effectiveness of teacher prepa-
20 ration programs that serve the State, in-
21 cluding alignment with the State’s stand-
22 ards and evidence-based instructional prac-
23 tices and development of teacher subject
24 expertise; and

1 “(ii) the percentage of teachers whose
2 preparation includes paid clinical experi-
3 ences or practicums;

4 “(B) examine the career trajectory and ex-
5 periences of—

6 “(i) novice teachers, including—

7 “(I) the number of local edu-
8 cational agencies that operate formal
9 induction and mentoring structures
10 that provide novice teachers additional
11 support from experienced and quali-
12 fied veteran teachers in the same sub-
13 ject or area;

14 “(II) the prevalence of novice
15 teachers that do not fully meet appli-
16 cable State certification and licensure
17 requirements in the area such teach-
18 ers are assigned to teach, including
19 examining whether subgroups of stu-
20 dents are disproportionately taught by
21 such teachers; and

22 “(III) retention rates, such as
23 identifying promising schools or local
24 educational agencies with high reten-
25 tion rates;

1 “(ii) mid-career teachers, including—

2 “(I) whether teachers have had
3 opportunities for professional advance-
4 ment, such as—

5 “(aa) additional responsibil-
6 ities, adjusted roles, and in-
7 creased compensation;

8 “(bb) incentives for teachers
9 to continuously improve their
10 practice and skills; and

11 “(cc) structured professional
12 learning activities;

13 “(II) whether the school day pro-
14 vides teachers with structured time to
15 collaborate, conduct research and
16 measure innovative teaching practices,
17 and tutor students to improve stu-
18 dents’ educational opportunities and
19 academic outcomes;

20 “(III) teacher retention and mo-
21 bility rates across schools and local
22 educational agencies; and

23 “(IV) professional satisfaction
24 and participation in teacher feedback
25 or appraisal systems to improve teach-

1 ing performance for all [staff—teach-
2 ers?]; and

3 “(iii) veteran teachers, including—

4 “(I) whether teachers have the
5 opportunity to mentor staff, support
6 school decisionmaking, and direct pro-
7 fessional learning to improve teaching
8 and learning;

9 “(II) identification of practices
10 that retain and reward experienced
11 and qualified teachers; and

12 “(III) interviews or research on
13 effective teacher retention strategies
14 and why such teachers have remained
15 in their classrooms or profession;

16 “(C) examine whether State and local poli-
17 cies promote aligned and evidence-based deci-
18 sionmaking, including whether teachers receive
19 the subject-specific professional learning, col-
20 laboration time, appraisal and feedback oppor-
21 tunities, and high-quality instructional mate-
22 rials necessary for their students to succeed;
23 and

1 “(D) develop and identify innovative prac-
2 tices to improve teacher retention, satisfaction,
3 and instructional quality.

4 “(e) REPORTING REQUIREMENTS.—Not later than 5
5 years after receiving a grant under this section, a State
6 Commission supported under this section shall—

7 “(1) publish a report to the public detailing the
8 activities of such Commission and the recommenda-
9 tions about policy and the use of resources described
10 in subsection (b)(4) within the State to modernize
11 and advance the teaching profession;

12 “(2) submit such report to the Governor, the
13 State educational agency, the State legislature, in-
14 cluding to the great extent practicable, the State leg-
15 islature committee with jurisdiction over education
16 matters, and relevant public agencies or associations
17 within the State; and

18 “(3) submit such report to the Secretary.

19 “(f) SUPPLEMENT NOT SUPPLANT.—Federal funds
20 provided under this section shall be used to supplement,
21 and not supplant, other Federal, State, or local funds
22 available to carry out the activities described in this sec-
23 tion.

24 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
25 are authorized to be appropriated and there are appro-

1 priated, out of any money in the Treasury not otherwise
2 appropriated, to carry out this section \$50,000,000 for
3 each of fiscal years 2026 through 2030.”.

4 **SEC. 213. ADVANCING THE TEACHING PROFESSION**
5 **GRANTS.**

6 Subpart 5 of part B of title II of the Elementary and
7 Secondary Education Act of 1965, as added by section
8 211 and amended by section 212, is further amended by
9 adding at the end the following:

10 **“SEC. 2253. ADVANCING THE TEACHING PROFESSION**
11 **GRANTS.**

12 “(a) PURPOSE AND SENSE OF CONGRESS.—

13 “(1) PURPOSE.—The purpose of this section is
14 to expand students’ access to experienced and quali-
15 fied teachers and to improve working conditions in
16 schools by—

17 “(A) supporting States in implementing a
18 teacher career ladder that—

19 “(i) incentivizes experienced and
20 qualified teachers to take additional re-
21 sponsibilities and adjusted roles; and

22 “(ii) rewards such teachers with addi-
23 tional compensation; and

24 “(B) ensuring every public school teacher
25 in the United States has the school supplies,

1 equipment, and instructional materials for their
2 students to succeed.

3 “(2) SENSE OF CONGRESS.—It is the sense of
4 Congress that in the richest country in the history
5 of the world—

6 “(A) America’s teachers, just like in the
7 world’s highest-performing education systems,
8 should receive professional advancement oppor-
9 tunities, including additional responsibilities,
10 differentiated roles, and increased compensation
11 to improve teaching and learning; and

12 “(B) no teacher should be stressed or dis-
13 tracted from teaching due to a lack of class-
14 room resources.

15 “(b) DEFINITIONS.—In this section:

16 “(1) AWARD YEAR.—The term ‘award year’
17 means the period beginning July 1 and ending June
18 30 of the subsequent year.

19 “(2) CAREER LADDER AWARD.—The term ‘ca-
20 reer ladder award’ means the amount that is equal
21 to the amount determined by the State for each indi-
22 vidual level in the State’s career ladder, as described
23 in the State’s application under subsection (f).

24 “(3) ELIGIBLE HIGH-NEED PUBLIC SCHOOL.—
25 The term ‘eligible high-need public school’ means an

1 eligible public school that enrolls a high number or
2 high percentage of students from low-income back-
3 grounds in a given school year, as defined by the
4 State pursuant to subsection (f)(1)(D), which shall
5 include, at a minimum, any eligible public school
6 that received funding under part A of title I, in ei-
7 ther of the previous 2 school years.

8 “(4) ELIGIBLE PUBLIC SCHOOL.—The term ‘el-
9 igitible public school’ means an elementary school or
10 secondary school served by a local educational agen-
11 cy in a State with an approved application under
12 subsection (f).

13 “(5) ELIGIBLE TEACHER.—The term ‘eligible
14 teacher’ means a full-time equivalent teacher who in-
15 structs students in an eligible public school.

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

19 “(7) TEACHER.—The term ‘teacher’ has the
20 meaning given the term in section 1120.

21 “(c) PROGRAM AUTHORIZED.—

22 “(1) GRANTS AUTHORIZED.—From amounts
23 appropriated under subsection (h) for a fiscal year,
24 the Secretary shall award grants, from allotments

1 under subsection (d), to States having applications
2 approved under subsection (f) to—

3 “(A) subsidize the development and imple-
4 mentation of career ladders that advance the
5 teaching profession by incentivizing teachers to
6 take on additional responsibilities and adjusted
7 roles with increased compensation; and

8 “(B) provide teachers with annual flexible
9 awards to support their classrooms and improve
10 their students’ educational opportunities and
11 academic outcomes, which shall be in an
12 amount that is not less than—

13 “(i) \$1,200 per school year for such
14 teachers serving students in eligible high-
15 need public schools; and

16 “(ii) \$1,000 per school year for such
17 teachers serving students in eligible public
18 schools not described in clause (i).

19 “(2) NON-FEDERAL SHARE REQUIREMENT.—
20 State that receives a grant under this section shall
21 provide a non-Federal share of funds for an award
22 year from non-Federal sources in an amount that is
23 equal to 25 percent of the amount required to make
24 awards to all eligible teachers during the award
25 year.

1 “(d) DETERMINATION OF ALLOTMENT.—

2 “(1) FIRST AWARD YEAR OF THE PROGRAM.—

3 The Secretary shall allot, to each eligible State that
4 submits its first application under subsection (f) for
5 a grant under subsection (c) for the first award year
6 of the program under this section, an amount that
7 is equal to the product of—

8 “(A) \$1,000; and

9 “(B) the number of eligible teachers in
10 such State (as determined by the Secretary on
11 the basis of the most recent reliable data, such
12 as administrative data or data collected through
13 sampling methodologies).

14 “(2) SUBSEQUENT AWARD YEARS.—

15 “(A) IN GENERAL.—The Secretary shall
16 allot to each eligible State submitting an ap-
17 proved application under subsection (f) for a
18 grant under subsection (c) for a second or sub-
19 sequent award year, an amount equal to the
20 sum of—

21 “(i) the amount described in subpara-
22 graph (B) for career ladder awards; and

23 “(ii) the amount described in subpara-
24 graph (C) for classroom awards.

1 “(B) CAREER LADDER AWARD
2 AMOUNTS.—In a second or subsequent award
3 year, the amount that shall be allotted to States
4 in accordance with subparagraph (A)(i) shall be
5 equal to the sum of the products, per each indi-
6 vidual level submitted under subsection
7 (f)(1)(A)(i), of—

8 “(i) the estimated number of eligible
9 teachers who have attained a given indi-
10 vidual level on the career ladder, as sub-
11 mitted under subsection (f)(1)(A)(vi), dur-
12 ing the award year; and

13 “(ii) the amount of the minimum sal-
14 ary increase associated with such level, as
15 submitted under subsection (f)(1)(A)(ii).

16 “(C) CLASSROOM AWARDS AMOUNTS.—In
17 a second or subsequent award year, the amount
18 that shall be allotted to States in accordance
19 with subparagraph (A)(ii) shall be equal to the
20 sum of—

21 “(i) the product of the estimated
22 number of eligible teachers serving stu-
23 dents in eligible high-need public schools
24 during the award year (based on the data

1 submitted as part of such State’s applica-
2 tion) and \$1,200; and

3 “(ii) the product of the estimated
4 number of eligible teachers serving stu-
5 dents in eligible public schools not de-
6 scribed in clause (i) during the award year
7 (based on the data submitted as part of
8 such State’s application) and \$1,000.

9 “(3) ACTUAL TEACHER COUNTS.—

10 “(A) IN GENERAL.—By not later than No-
11 vember 1 of the second award year for which a
12 State receives an allotment under paragraph (2)
13 and each subsequent award year, such State
14 shall report to the Secretary—

15 “(i) per each individual level sub-
16 mitted under subsection (f), its actual head
17 count of the teachers who has attained a
18 given individual level on the career ladder
19 for the preceding award year; and

20 “(ii) the actual head count of eligible
21 teachers and how many of such teachers
22 served students in eligible high-need public
23 schools for the preceding award year.

1 “(B) ADJUSTMENTS.—If the actual counts
2 for the preceding award year reported under
3 subparagraph (A)—

4 “(i) exceeds the number of teachers
5 that was used for determining the allot-
6 ment for such preceding award year, not-
7 withstanding any other provision of this
8 section, the allotment for the subsequent
9 award year in which the November 1 date
10 falls for the State shall be increased to re-
11 flect such actual count of teachers; or

12 “(ii) is less than the number of teach-
13 ers that was used for determining the al-
14 lotment for such preceding award year,
15 notwithstanding any other provision of this
16 section, the allotment for the subsequent
17 award year in which the November 1 date
18 falls for the State shall be decreased to re-
19 flect such actual count of teachers.

20 “(e) REQUIREMENTS.—In order to be eligible to re-
21 ceive an allotment under this section for a second or subse-
22 quent award year, as described in subsection (d)(2), a
23 State and shall comply with the following, as applicable:

24 “(1) CAREER LADDER AWARD PROGRAM.—

1 “(A) IN GENERAL.—Each State that re-
2 ceives a grant under this section shall develop
3 a program that supports local educational agen-
4 cies in developing and implementing locally-
5 driven career ladders to expand students’ access
6 to experienced and qualified teachers.

7 “(B) LEVELS.—The State’s career ladder
8 program described in subparagraph (A) shall,
9 at a minimum—

10 “(i) be composed of levels (as de-
11 scribed under subsection (f)(1)(A)(i) of the
12 State plan) under which—

13 “(I) eligible teachers may
14 progress and earn additional respon-
15 sibilities and roles; and

16 “(II) States may include flexible
17 descriptions of additional roles or re-
18 sponsibilities assigned to such levels
19 that are subsequently adapted by local
20 educational agencies’ locally-driven ca-
21 reer ladders with additional specifica-
22 tions; and

23 “(ii) for each level described in clause
24 (i), assign a minimum salary increase (as
25 described under subsection (f)(1)(A)(ii))

1 for each eligible teacher who attains such
2 a level.

3 “(C) CAREER LADDER LEVELS.—

4 “(i) DEVELOPMENT.—A State shall
5 engage and coordinate with local edu-
6 cational agencies and public schools in de-
7 veloping and implementing levels described
8 in subparagraph (B)(i), including in deter-
9 mining the additional responsibilities, roles,
10 and salary increase (as described in sub-
11 paragraph (B)) associated with each level.

12 “(ii) EXAMPLES OF LEVEL.—A State
13 may define the following levels:

14 “(I) A mentor eligible teacher
15 who is responsible for supporting
16 teacher induction programs, men-
17 toring novice teachers, or who super-
18 vises teacher candidates, including
19 students participating in clinical expe-
20 riences or practicums as part of their
21 teacher preparation pathway.

22 “(II) An eligible teacher with
23 coaching responsibilities (such as lit-
24 eracy coaching) or leading teacher
25 collaboratives.

1 “(III) An eligible teacher who
2 earns or maintains a national certifi-
3 cation that requires the demonstration
4 of advanced teaching skills (such as
5 the National Board Certification) or a
6 master’s degree in a critical subject or
7 specialty shortage.

8 “(IV) An eligible teacher who
9 supports collaboration to systemati-
10 cally improve instruction, curricula,
11 and job-embedded professional learn-
12 ing, such as teacher appraisal oppor-
13 tunities and feedback to improve
14 teaching and learning.

15 “(V) An eligible teacher who is
16 on a teacher leadership track to be-
17 come a principal or other school lead-
18 er.

19 “(iii) SPECIFICATIONS.—For each
20 level in a State’s career ladder program, a
21 local educational agency in the State may
22 place additional reasonable specifications
23 to align the level to such agency’s locally
24 driven career ladder, in accordance with
25 subparagraph (D).

1 “(D) LOCAL IMPLEMENTATION.—

2 “(i) IN GENERAL.—Each State that
3 receives a grant under this section shall
4 ensure that local educational agencies in
5 the State receive the technical assistance
6 and resources necessary to participate in
7 the State’s career ladder program de-
8 scribed in this paragraph and develop and
9 implement a locally-driven career ladder to
10 expand students’ access to experienced and
11 qualified teachers.

12 “(ii) LOCAL IMPLEMENTATION.—A
13 local educational agency, in accordance
14 with the State’s requirements for the
15 State’s career ladder program described in
16 this paragraph, shall—

17 “(I) develop a locally-driven ca-
18 reer ladder that adapts each level and
19 the minimum salary increases in the
20 State’s career ladder program de-
21 scribed in subparagraph (B) to align
22 with such local educational agency’s
23 goals, strategies, and local context;

24 “(II) provide opportunities for el-
25 ible teachers employed by such local

1 educational agency to progress levels
2 and earn additional responsibilities,
3 roles, and agency;

4 “(III) ensure that principals,
5 other school leaders, superintendents,
6 and other staff receive the training
7 and professional learning necessary to
8 support local adaptation and effective
9 implementation of such agency’s lo-
10 cally-driven career ladder; and

11 “(IV) develop a locally-driven ca-
12 reer ladder in a manner that does not
13 alter or otherwise affect the rights,
14 remedies, or procedures afforded to
15 school or local educational agency em-
16 ployees under Federal, State, or local
17 laws (including applicable regulations
18 or court orders) or under the terms of
19 collective bargaining agreements,
20 memoranda of understanding, or
21 other agreements between such em-
22 ployers and their employees.

23 “(2) CLASSROOM AWARD PROGRAM.—A State
24 that receives a grant under this section shall develop

1 and operate a streamlined and transparent program
2 that—

3 “(A) enables all eligible teachers in the
4 State to apply for and access classroom awards
5 under this section, especially eligible teachers in
6 eligible high-need public schools;

7 “(B) is minimally burdensome to teachers,
8 principals, other school leaders, superintend-
9 ents, other staff, eligible public schools, and
10 local educational agencies;

11 “(C) enables eligible teachers to exercise
12 their professional judgement to purchase class-
13 room supplies, supplemental high-quality in-
14 structional materials, and other resources to
15 improve the educational experience of their stu-
16 dents;

17 “(D) enables eligible teachers to decide to
18 pool classroom awards to better serve students;
19 and

20 “(E) may be implemented—

21 “(i) as a stipend or bonus provided to
22 eligible teachers prior to the start of the
23 school year during the award year; or

24 “(ii) under a reimbursement model
25 where eligible teachers submit applicable

1 forms, receipts, or invoices to principals,
2 other school leaders, or school administra-
3 tors.

4 “(3) ENGAGEMENT.—In carrying out require-
5 ments under this subsection, a State that receives a
6 grant under this section shall, to the greatest extent
7 practicable, engage students, families, teachers, prin-
8 cipals, other school leaders, educator labor organiza-
9 tions, and researchers in developing and operating
10 programs supported by this section.

11 “(f) APPLICATION REQUIREMENTS.—

12 “(1) STATE APPLICATION.—Subject to para-
13 graph (4), for each award year for which a State de-
14 sires a grant under this section, the State shall sub-
15 mit an application to the Secretary, at such time
16 and in such manner as the Secretary may require,
17 including—

18 “(A) the State’s plan to develop and oper-
19 ate a career ladder award program that meets
20 the requirements described in subsection (e)(1),
21 including—

22 “(i) a description of each individual
23 level in the State’s career ladder;

24 “(ii) per level—

1 “(I) the amount of the minimum
2 salary increase that eligible teachers
3 who attain each individual level de-
4 scribed in clause (i) will receive during
5 such award year, which may include
6 variations to account for regional vari-
7 ance in the cost of living;

8 “(II) the factors the State con-
9 sidered in determining such amount;
10 and

11 “(III) an assurance that the
12 State will adjust such amount by in-
13 flation;

14 “(iii) an assurance that in developing
15 each individual level described in clause (i),
16 the State will include a level that describes
17 eligible teachers who serve students in eli-
18 gible high-need public schools and will pro-
19 vide such teachers with not less than a
20 \$10,000 minimum salary increase;

21 “(iv) a description of the State’s ef-
22 forts to support local educational agencies
23 in adopting and adapting a career ladder
24 to advance the teaching profession and im-
25 prove teaching and learning;

1 “(v) a description of how the State
2 will distribute career ladder awards to each
3 eligible teacher who attains each individual
4 level, in accordance with the requirements
5 under subsection (e)(1);

6 “(vi) per level, the estimated number
7 of eligible teachers who have attained each
8 individual level described in clause (i) dur-
9 ing the award year and an assurance that
10 the State will submit actual teacher
11 counts, in accordance with paragraph (2);
12 and

13 “(vii) an assurance that the State will
14 develop and operate such a career ladder
15 program in a manner that does not alter
16 or otherwise affect the rights, remedies, or
17 procedures afforded to school or local edu-
18 cational agency employees under Federal,
19 State, or local laws (including applicable
20 regulations or court orders) or under the
21 terms of collective bargaining agreements,
22 memoranda of understanding, or other
23 agreements between such employers and
24 their employees, such as contractual re-

1 requirements for employers to provide basic
2 supplies to teachers;

3 “(B) the State’s plan to develop and oper-
4 ate a classroom award program that meets the
5 requirements described in subsection (e)(2), in-
6 cluding—

7 “(i) a description of how the State
8 will annually identify eligible teachers, eli-
9 gible public schools, and eligible high-need
10 public schools;

11 “(ii) the plan to distribute classroom
12 awards to eligible teachers, which may in-
13 clude methods described in subsection
14 (e)(2)(D);

15 “(iii) the plan to promote teacher au-
16 tonomy and decision-making in using class-
17 room awards to support their students’
18 learning;

19 “(iv) the plan to support school lead-
20 ers, local educational agencies, and the
21 public in implementing the classroom
22 awards program to reduce burden and
23 minimize waste, fraud, and abuse;

24 “(v) the plan to monitor public
25 schools and local educational agencies to

1 prevent schools from supplanting local or
2 State funding, in accordance with section
3 2255(d); and

4 “(vi) the plan to examine resource in-
5 equities among schools to ensure that
6 schools and local educational agencies have
7 the resources and instructional materials
8 necessary for students to meet challenging
9 State academic standards, in a manner
10 that does not require teachers to pay for
11 such materials out of pocket;

12 “(C) the estimated number of eligible
13 teachers serving students in eligible high-need
14 public schools during the award year and an as-
15 surance that the State will submit actual teach-
16 er counts, in accordance with paragraph (2);
17 and

18 “(D) the State’s definition for eligible
19 high-need public school, including—

20 “(i) the State-determined threshold
21 for the number or percentage students
22 from low-income backgrounds; and

23 “(ii) the number of public schools that
24 meet such threshold.

1 “(2) SUBMISSION OF ACTUAL TEACHER
2 COUNTS.—Each State that submits an application
3 described in paragraph (1) shall submit additional
4 data described in subsection (d)(3) to the Secretary,
5 at such time and in such manner as the Secretary
6 may require.

7 “(3) FIRST AWARD YEAR.—

8 “(A) IN GENERAL.—Notwithstanding the
9 requirements of paragraph (1), the Secretary
10 shall adapt application requirements for a State
11 that submits its first application under sub-
12 section (f) for a grant under subsection (e) for
13 the first award year of the program under this
14 section.

15 “(B) CONTENTS.—States shall submit an
16 application described in subparagraph (A) to
17 the Secretary, at such time and in such manner
18 as the Secretary may require.

19 “(4) MONITORING.—The Secretary shall mon-
20 itor and enforce requirements under this section, in-
21 cluding the requirements described in subsection
22 (e)(1)(D)(ii)(IV) and subsection (f)(1)(A)(vii). The
23 Secretary shall develop an appeals process to resolve
24 any potential non-compliance under such provisions.

25 “(g) USES OF FUNDS.—

1 “(1) RESERVATION.—

2 “(A) IN GENERAL.—Each State that re-
3 ceives a grant under this section may reserve
4 not more than 5 percent of the grant funds,
5 and the non-Federal share funds required under
6 subsection (c)(2), for activities described in sub-
7 paragraph (B).

8 “(B) ACTIVITIES.—A State shall use any
9 funds reserved under subparagraph (A)—

10 “(i) to implement data-driven strate-
11 gies to mitigate inequities in students’ ac-
12 cess to experienced and qualified teachers,
13 such as identifying and providing targeted
14 support to public schools, local educational
15 agencies, and regions with high rates of
16 teacher vacancies or of teachers who are
17 not fully licensed certified;

18 “(ii) to produce actionable insights for
19 students, teacher candidates, and institu-
20 tions of higher education regarding educa-
21 tor labor market demand, particularly in
22 high-need subject areas, grade levels, and
23 geographic locations;

24 “(iii) to provide local educational
25 agencies and institutions of higher edu-

1 cation with models or predictions of future
2 teacher demand, shortages in specific sub-
3 ject, grades, or credentials, and student en-
4 rollment shifts to support planning;

5 “(iv) to support applied research, de-
6 velopment, data analysis, and synthesis of
7 research to improve teaching and learning
8 (such as through research-practice partner-
9 ship) that—

10 “(I) addresses research questions
11 raised by teachers, principals, and
12 other school leaders;

13 “(II) is responsive to the urgent
14 challenges facing students, teachers,
15 principals, other school leaders, spe-
16 cialized instructional support per-
17 sonnel, paraprofessionals, administra-
18 tors, and other staffs; and

19 “(III) promotes evidence use in
20 teaching and learning, including
21 through—

22 “(aa) coaching, mentoring,
23 and professional development,
24 and technical assistance in identi-
25 fying, selecting, implementing,

1 and adapting evidence-based
2 practices in heterogeneous local
3 educational contexts;

4 “(bb) supporting engage-
5 ment among researchers, practi-
6 tioners, education system leaders,
7 and policymakers to strengthen
8 public education; and

9 “(cc) promoting the status
10 and expertise of teachers, prin-
11 cipals, and other school leaders in
12 improving practice and policy;
13 and

14 “(v) for technical assistance, data col-
15 lection, and program administration.

16 “(2) CAREER LADDER AWARDS AND CLASS-
17 ROOM AWARDS.—After making the reservation de-
18 scribed in paragraph (1), each State that receives a
19 grant under this section shall use the grant funds
20 and the non-Federal share funds required under
21 subsection (c)(2), as applicable, to—

22 “(A) develop and operate a career ladder
23 award program that meets the requirements de-
24 scribed in subsection (e)(1); and

1 “(B) develop and operate a classroom
2 award program that meets the requirements de-
3 scribed in subsection (e)(2).

4 “(h) AUTHORIZATION; APPROPRIATIONS.—In addi-
5 tion to amounts otherwise available, there are authorized
6 to be appropriated and there are appropriated out of any
7 money in the Treasury not otherwise appropriated, to the
8 Department of Education, such sums as may be necessary
9 for fiscal year 2026 and each succeeding fiscal year to
10 carry out this section.”.

11 **SEC. 214. PAY PARAPROFESSIONALS AND EDUCATION SUP-**
12 **PORT STAFF ACT.**

13 Subpart 5 of part B of title II of the Elementary and
14 Secondary Education Act of 1965, as added by section
15 211 and amended by sections 212 and 213, is further
16 amended by adding at the end the following:

17 **“SEC. 2254. PAY PARAPROFESSIONALS AND EDUCATION**
18 **SUPPORT STAFF ACT.**

19 “(a) DEFINITIONS.—In this section:

20 “(1) ANNUAL ADJUSTMENT PERCENTAGE.—

21 The term ‘annual adjustment percentage’ has the
22 meaning given the term in section 1120(a).

23 “(2) MINIMUM SALARY FOR PARAPROFES-
24 SIONAL AND EDUCATION SUPPORT STAFF.—

1 “(A) IN GENERAL.—The term ‘minimum
2 salary for paraprofessional and education sup-
3 port staff’ means an amount, determined by the
4 State, that all full-time equivalent employees
5 employed by a local educational agency are re-
6 quired by the State to be compensated by such
7 agency as their annual base salary, and
8 which—

9 “(i) is greater than the amount de-
10 scribed in subparagraph (B); and

11 “(ii) increases as the experience of
12 such school staff increases.

13 “(B) INDEXING SALARY GROWTH TO IN-
14 FLATION.—

15 “(i) FISCAL YEARS 2026 THROUGH
16 2030.—For each of fiscal years 2026
17 through 2030, the amount described in
18 this subparagraph is \$45,000.

19 “(ii) FISCAL YEARS 2031 AND
20 AFTER.—For each fiscal year in the fiscal
21 year period 2031 through 2035 and in
22 each subsequent 5 fiscal year period, the
23 amount described this subparagraph shall
24 be equal to the amount applicable for each

1 fiscal year in the previous 5 fiscal year pe-
2 riod, increased by the greater of—

3 “(I) the aggregate annual adjust-
4 ment percentage over the previous 5
5 fiscal years; or

6 “(II) 2 percent of the amount ap-
7 plicable under this subsection for the
8 previous 5 fiscal year period.

9 “(3) MINIMUM WAGE FOR PARAPROFESSIONAL
10 AND EDUCATION SUPPORT STAFF.—

11 “(A) IN GENERAL.—The term ‘minimum
12 wage for paraprofessional and education sup-
13 port staff’ means an amount, determined by the
14 State, that all part-time equivalent staff em-
15 ployed by a local educational agency are re-
16 quired by the State to be paid by such agency,
17 and which—

18 “(i) is greater than the amount de-
19 scribed in subparagraph (B); and

20 “(ii) increases as the experience of
21 such school staff increases.

22 “(B) INDEXING SALARY GROWTH TO IN-
23 FLATION.—

24 “(i) FISCAL YEARS 2026 THROUGH
25 2030.—For each of fiscal years 2026

1 through 2030, the amount described in
2 this subparagraph is \$30.00 an hour.

3 “(ii) FISCAL YEARS 2031 AND
4 AFTER.—For each fiscal year in the fiscal
5 year period 2031 through 2035 and in
6 each subsequent 5 fiscal year period, the
7 amount described this subparagraph shall
8 be equal to the amount applicable for each
9 fiscal year in the previous 5 fiscal year pe-
10 riod, increased by the greater of—

11 “(I) the aggregate annual adjust-
12 ment percentage over the previous 5
13 fiscal years; or

14 “(II) 2 percent of the amount ap-
15 plicable under this subsection for the
16 previous 5 fiscal year period.

17 “(b) PURPOSE.—The purpose of this section is to en-
18 sure that paraprofessionals and education support staff,
19 who are the backbone of our Nation’s public education sys-
20 tem, are—

21 “(1) paid a living wage, which means—

22 “(A) a minimum salary for paraprofes-
23 sional and education support staff; or

24 “(B) a minimum wage for paraprofessional
25 and education support staff;

1 “(2) compensated in a manner that recognizes
2 some regions may have higher costs of living and
3 therefore necessitate higher minimum salaries or
4 wages;

5 “(3) recognized as public servants who provide
6 essential services that keep our Nation’s public
7 schools running and our students thriving; and

8 “(4) provided safe working conditions and
9 treated with the respect and dignity they deserve.

10 “(c) AUTHORIZATION AND APPROPRIATIONS.—In ad-
11 dition to amounts otherwise available, there are authorized
12 to be appropriated and there are appropriated out of any
13 money in the Treasury not otherwise appropriated, to the
14 Department of Education, to carry this section—

15 “(1) for fiscal year 2026, \$25,000,000,000; and

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

20 “(d) AUTHORIZATION OF GRANTS.—

21 “(1) RESERVATIONS.—From the total amount
22 appropriated under subsection (c) for a fiscal year,
23 the Secretary shall reserve not more than—

24 “(A) 1 percent to provide grants, con-
25 tracts, or cooperative agreements to regional

1 educational laboratories (established under sec-
2 tion 174 of the Education Sciences Reform Act
3 of 2002) or qualified nonprofit organizations to
4 assist States that receive grants under this sec-
5 tion carry out applied research or evaluations in
6 providing paraprofessionals and education sup-
7 port staff with opportunities for personnel prep-
8 aration, professional development, credentials,
9 or certifications, such as to assist in the provi-
10 sion of special education and related services or
11 to serve English learners; and

12 “(B) 1 percent for technical assistance and
13 program administration of this section and sec-
14 tion 2253.

15 “(2) GRANTS.—The Secretary shall award
16 grants to States from allotments under paragraph
17 (3) to ensure that all local educational agencies have
18 the resources necessary to pay paraprofessionals and
19 education support staff a living wage, which
20 means—

21 “(A) the minimum salary for paraprofes-
22 sional and education support staff; or

23 “(B) a minimum wage for paraprofessional
24 and education support staff.

1 “(3) ALLOTMENTS.—From the amounts appro-
2 priated under subsection (b) that are remaining
3 after making the reservations described in paragraph
4 (1) for a fiscal year, the Secretary shall allot to each
5 State that has submitted an approved application
6 under subsection (d), an amount that bears the
7 same relationship to the remainder as the amount
8 the State received under part A of title I for the pre-
9 ceding fiscal year bears to the amount all States re-
10 ceived under that subpart for the preceding fiscal
11 year.

12 “(e) STATE APPLICATION.—In order to receive a
13 grant under this section, a State shall submit an applica-
14 tion to the Secretary at such time, in such manner, and
15 including such information as the Secretary may reason-
16 ably require, including the following:

17 “(1) A timeline, consistent with the goals re-
18 quired under paragraph (2), to ensure that, not later
19 than 4 years after the receipt of a grant under this
20 section—

21 “(A) the annual base salary of a full-time
22 equivalent employee employed by a local edu-
23 cational agency in the State is not less than the
24 minimum salary for paraprofessional and edu-

1 cation support staff, as determined by the
2 State; and

3 “(B) all part-time equivalent staff em-
4 ployed by a local educational agency in the
5 State are paid not less than the minimum wage
6 for paraprofessional and education support
7 staff, as determined by the State.

8 “(2) For each fiscal year in the timeline speci-
9 fied in paragraph (1), statewide annual goals for in-
10 creasing average salary or wage baselines of para-
11 professionals and education support staff in a man-
12 ner that—

13 “(A) annually proposes a percentage in-
14 crease in the average wage or salary of para-
15 professionals and education support staff;

16 “(B) provides for the first increase to
17 occur not later than the second fiscal year a
18 State receives a grant under this section; and

19 “(C) makes significant progress toward en-
20 suring that, by the end of the timeline described
21 in subparagraph (A)—

22 “(i) the annual base salary of a full-
23 time equivalent employee employed by a
24 local educational agency in the State is not
25 less than the minimum salary for para-

1 professional and education support staff,
2 as determined by the State; and

3 “(ii) all part-time equivalent staff em-
4 ployed by a local educational agency in the
5 State are paid not less than the minimum
6 wage for paraprofessional and education
7 support staff, as determined by the State.

8 “(3) The State’s proposed formula to subgrant
9 funds to local educational agencies as described in
10 subsection (g) in a manner that ensures—

11 “(A) local educational agencies that serve
12 a high number or percentage of students from
13 low-income backgrounds receive substantial
14 subgrant allocations that enable such agencies
15 to meet the requirements described in subpara-
16 graphs (A) and (B) of paragraph (1) not later
17 than 2 years after the receipt of a subgrant;
18 and

19 “(B) all remaining local educational agen-
20 cies in the State meet the State’s requirements
21 in the timeline described in paragraph (1).

22 “(f) IMPROVING PARAPROFSSIONAL AND SCHOOL
23 STAFF WAGES AND SALARIES.—

24 “(1) STATE RESERVATION.—A State that re-
25 ceives a grant under this section may reserve not

1 more than 2 percent of the total grant amount re-
2 ceived by the State for technical assistance, adminis-
3 trative purposes, and statewide efforts to provide
4 paraprofessionals and education support staff with
5 opportunities for personnel preparation, professional
6 development, credentials, or certifications, such as to
7 assist in the provision of special education and re-
8 lated services or to serve English learners.

9 “(2) IMPROVING WAGES AND SALARIES.—

10 “(A) IN GENERAL.—Subject to subpara-
11 graph (B), a State that receives a grant under
12 this section shall ensure that, within a timeline
13 determined by the State under subsection (e)(1)
14 and approved by the Secretary—

15 “(i) the annual base salary of a full-
16 time equivalent employee employed by a
17 local educational agency in the State is not
18 less than the minimum salary for para-
19 professional and education support staff,
20 as determined by the State; and

21 “(ii) all part-time equivalent staff em-
22 ployed by a local educational agency in the
23 State are paid not less than the minimum
24 wage for paraprofessional and education
25 support staff, as determined by the State.

1 “(B) TIMING.—The Secretary shall ensure
2 that, by not later than 4 years after the date
3 of implementation of the final regulations
4 issued in accordance with section 5 of the Pay
5 Teachers Act, each State that receives a grant
6 under this section meets the salary and wage
7 requirements specified in subparagraph (A).

8 “(g) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-
9 CIES.—

10 “(1) ALLOCATION.—Each State shall allocate
11 not less than 98 percent of the grant funds awarded
12 to the State under this section as subgrants to local
13 educational agencies (including charter schools that
14 are local educational agencies) in the State under
15 the formula determined by the State under sub-
16 section (e)(3) and approved by the Secretary.

17 “(2) USES OF SUBGRANT FUNDS.—A local edu-
18 cational agency that receives a subgrant under para-
19 graph (1)—

20 “(A) shall use the subgrant funds to com-
21 ply with the State’s requirements in accordance
22 with subsection (e) guaranteeing that no full-
23 time equivalent employee of the agency is paid
24 less than the minimum salary for paraprofes-
25 sional and education support staff and no part-

1 time equivalent employee of the agency is paid
2 less than the minimum wage for paraprofes-
3 sional and education support staff; and

4 “(B) may use subgrant funds—

5 “(i) to increase salaries or wages for
6 teachers, paraprofessionals, specialized in-
7 structional support personnel, classified
8 school employees, principals, other school
9 leaders, school librarians, school bus driv-
10 ers, and other staff across their careers;
11 and

12 “(ii) to provide paraprofessionals and
13 education support staff with opportunities
14 for personnel preparation, professional de-
15 velopment, credentials, or certifications,
16 such as to assist in the provision of special
17 education and related services or to serve
18 English learners.

19 “(3) CONTRACTED STAFF.—

20 “(A) IN GENERAL.—A local educational
21 agency that receives a subgrant under this sec-
22 tion shall ensure that staff employed by such
23 agency or in any contract such agency enters
24 into, are paid an amount not less than the min-
25 imum salary for paraprofessionals and edu-

1 cation support staff or the minimum wage for
2 paraprofessionals and education support staff in
3 the State.

4 “(B) MONITORING.—A State that receives
5 a grant under this section shall monitor local
6 educational agencies for compliance with sub-
7 paragraph (A).”.

8 **SEC. 215. RULES.**

9 (a) IN GENERAL.—Subpart 5 of part B of title II
10 of the Elementary and Secondary Education Act of 1965
11 (20 U.S.C. 6311 et seq.), as added by section 211 and
12 amended by sections 212, 213, and 214, is further amend-
13 ed by adding at the end the following:

14 **“SEC. 2255. RULES.**

15 “(a) RULE OF CONSTRUCTION FOR COLLECTIVE
16 BARGAINING.—

17 “(1) IN GENERAL.—Subject to paragraph (2),
18 nothing in section 2253 or 2254 shall be construed
19 to alter or otherwise affect the rights, remedies, and
20 procedures afforded to school or local educational
21 agency employees under Federal, State, or local laws
22 (including applicable regulations or court orders) or
23 under the terms of collective bargaining agreements,
24 memoranda of understanding, or other agreements
25 between such employers and their employees.

1 “(2) COMPLIANCE.—Paragraph (1) shall not be
2 construed to exempt a State, local educational agen-
3 cy, or school from complying with salary or wage re-
4 quirements in sections 2253 or 2254 or from negoti-
5 ating in compliance with State labor laws to comply
6 with sections 2253 or 2254.

7 “(b) RULE OF CONSTRUCTION FOR ADDITIONAL PAY
8 OR OTHER SALARY AUGMENTING SYSTEMS.—Nothing in
9 sections 2253 or 2254 shall be construed to prevent States
10 or local educational agencies from supplementing the an-
11 nual base salary of teachers, paraprofessionals, education
12 support staff, or other staff employed by such agencies—

13 “(1) for additional skills, knowledge, duties, and
14 responsibilities;

15 “(2) by salary systems that increase teachers’
16 compensation through supplemental pay that is not
17 part of an annual base salary; or

18 “(3) through the provision of bonuses, stipends,
19 or awards.

20 “(c) NO WAIVER AUTHORITY.—Section 8401 shall
21 not apply to this subpart.

22 “(d) SUPPLEMENT NOT SUPPLANT.—

23 “(1) IN GENERAL.—A State shall use Federal
24 funds received under sections 2253 or 2254 only to
25 supplement the funds that would, in the absence of

1 such Federal funds, be made available from State
2 and local sources for elementary and secondary edu-
3 cation, and not to supplant State and local funds.

4 “(2) COMPLIANCE.—The Secretary shall use
5 funds described in section 2254(d)(1)(B) to admin-
6 ister programs authorized under this subpart and to
7 issue technical assistance to States and to monitor
8 and enforce the requirements under such pro-
9 grams.”.

10 (b) TABLE OF CONTENTS.—The table of contents in
11 section 2 of the Elementary and Secondary Education Act
12 is amended by inserting after the item relating to section
13 2245 the following:

“SUBPART 5—MODERNIZING THE TEACHING PROFESSION

“Sec. 2251. Definitions.

“Sec. 2252. State commissions to advance the teaching profession.

“Sec. 2253. Advancing the teaching profession grants.

“Sec. 2254. Pay Paraprofessionals and Education Support Staff Act.

“Sec. 2255. Rules.”.

14 **PART C—TECHNICAL ASSISTANCE; REPORTING;**
15 **ADMINISTRATION; STUDY**

16 **SEC. 221. ANNUAL STATE REPORT TO THE SECRETARY.**

17 Section 1111(h)(5) of the Elementary and Secondary
18 Education Act of 1965 (20 U.S.C. 6311(h)(5)) is amend-
19 ed—

20 (1) in subparagraph (C)(ii), by striking “and”
21 after the semicolon;

1 (2) by redesignating subparagraph (D) as sub-
2 paragraph (G); and

3 (3) by inserting after subparagraph (C) the fol-
4 lowing:

5 “(D) data that demonstrates the State met
6 the requirements specified in subparagraphs
7 (A) and (B) of subsection (i)(1), or an assur-
8 ance that the State submitted the annual report
9 described in subsection (i)(3)(F);

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

12 “(i) reduce the number and percent-
13 age of teachers and paraprofessionals
14 teaching without full certification and li-
15 censure, overall and in schools served by
16 local educational agencies that serve high
17 numbers or percentages of students who
18 are from low-income backgrounds, students
19 who are racial and ethnic minorities, chil-
20 dren with disabilities, or English learners;
21 and

22 “(ii) meet the equitable distribution of
23 teachers requirements specified in sub-
24 section (g)(1)(B);”.

1 **SEC. 222. PROMOTING THE EQUITABLE DISTRIBUTION OF**
2 **IN-FIELD, EXPERIENCED, AND EFFECTIVE**
3 **TEACHERS.**

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

7 (1) in subsection (g)—

8 (A) in paragraph (1)(B)—

9 (i) by striking “low-income and minor-
10 ity children” and inserting “students who
11 are from low-income backgrounds, students
12 who are racial and ethnic minorities, chil-
13 dren with disabilities, or English learners”;
14 and

15 (ii) by striking “enrolled in schools as-
16 sisted under this part” and inserting “en-
17 rolled in schools served by local educational
18 agencies operating in the State”; and

19 (B) in paragraph (2)(J), by striking “, in-
20 cluding any requirements for certification ob-
21 tained through alternative routes to certifi-
22 cation” and inserting “and the State edu-
23 cational agency will implement evidenced-based
24 strategies to reduce the number and percentage
25 of teachers and paraprofessionals teaching with-
26 out full certification and licensure overall and in

1 schools served by local educational agencies that
2 serve high numbers or percentages of students
3 who are from low-income backgrounds, students
4 who are racial and ethnic minorities, children
5 with disabilities, or English learners”]; and

6 (2) in subsection (h)—

7 (A) in paragraph (1)(C)(ix)—

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

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

13 (iii) in subclause (III), by striking the
14 period at the end and inserting “; and”;
15 and

16 (iv) by adding at the end the fol-
17 lowing:

18 “(IV) teachers providing lan-
19 guage instruction to English learners
20 who meet the criteria described in
21 subclauses (I) through (III),
22 disaggregated by such criteria.”; and

23 (B) in paragraph (5)(G), as redesignated
24 by section 221—

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

4 (ii) by inserting after clause (iii) the
5 following:

6 “(iv) Teachers who—

7 “(I) provide language instruction
8 to English learners ; and

9 “(II) meet the criteria described
10 in clauses (i) through (iii),
11 disaggregated by such criteria.”.

12 (b) LOCAL EDUCATIONAL AGENCY PLANS.—Section
13 1112 of the Elementary and Secondary Education Act of
14 1965 (20 U.S.C. 6312) is amended—

15 (1) in subsection (b)(2), by striking “low-in-
16 come students and minority students” and inserting
17 “students who are from low-income backgrounds,
18 students who are racial and ethnic minorities, chil-
19 dren with disabilities, or English learners”;

20 (2) in subsection (c)(6), by striking “, including
21 any requirements for certification obtained through
22 alternative routes to certification” and inserting
23 “and that the local educational agency will imple-
24 ment evidenced-based and research-based strategies
25 to reduce the number and percentage of teachers

1 and paraprofessionals teaching without full certifi-
2 cation and licensure overall and in schools served by
3 local educational agencies that serve high numbers
4 or percentages of students who are from low-income
5 backgrounds, students who are racial and ethnic mi-
6 norities, children with disabilities, or English learn-
7 ers”; and

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

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

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

16 **“SEC. 8549D. TECHNICAL ASSISTANCE TO SUPPORT THE**
17 **EQUITABLE DISTRIBUTION OF TEACHERS.**

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

25 “(1) provide technical assistance to—

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

3 “(B) monitor the progress of States and
4 local educational agencies in meeting equitable
5 distribution of teachers requirements specified
6 in subsection (g)(1)(B) of section 1111 and
7 monitoring reporting required under subsection
8 (h)(1)(C)(ix) of such section; and

9 “(2) award grants under this section to support
10 State educational agencies and local educational
11 agencies in improving their data systems to effec-
12 tively collect and analyze information related to edu-
13 cator quality.

14 “(b) REPORT TO CONGRESS.—Not later than 2 years
15 after the date of enactment of the Pay Teachers Act, and
16 each subsequent second fiscal year, the Secretary shall
17 prepare and submit to the Committee on Health, Edu-
18 cation, Labor, and Pensions of the Senate and the Com-
19 mittee on Education and Workforce of the House of Rep-
20 resentatives a report regarding—

21 “(1) State and local educational agency efforts
22 and progress toward meeting the equitable distribu-
23 tion requirements under subsection (g)(1)(B) of sec-
24 tion 1111 and ensuring compliance with reporting

1 required under subsection (h)(1)(C)(ix) of such sec-
2 tion; and

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

5 “(c) MANDATORY APPROPRIATIONS.—In addition to
6 amounts otherwise available, there are appropriated, out
7 of any money in the Treasury not otherwise appropriated,
8 to the Secretary to provide technical assistance described
9 in subsection (a) and carry out reporting requirements in
10 subsection (b)—

11 “(1) for fiscal year 2026, \$3,000,000; and

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

16 “(d) DEFINITIONS.—In this section:

17 “(1) ANNUAL ADJUSTMENT PERCENTAGE.—
18 The term ‘annual adjustment percentage’, with re-
19 spect to appropriations made under this section for
20 a fiscal year, means a percentage equal to the esti-
21 mated percentage change in the Consumer Price
22 Index, as determined by the Secretary, for the most
23 recent calendar year ending prior to the beginning of
24 such fiscal year.

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

5 (2) TABLE OF CONTENTS.—The table of con-
6 tents in section 2 of the Elementary and Secondary
7 Education Act of 1965 is amended by inserting after
8 the item relating to section 8549C the following new
9 item:

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

10 **SEC. 223. IMPROVING RESOURCE EQUITY.**

11 (a) PURPOSE.—It is the purpose of the amendments
12 made under this section to help ensure that sufficient
13 funds are available to meet the requirements of this Act,
14 including the amendments made by this Act.

15 (b) RESOURCE INEQUITY REVIEWS.—Section
16 1111(d) of the Elementary and Secondary Education Act
17 of 1965 (20 U.S.C. 6311(d)) is amended—

18 (1) in paragraph (1)(B)(iv), by striking “re-
19 source inequities, which may” and inserting “and
20 proposes a plan to mitigate resource inequities and
21 to increase educational opportunities, including the
22 equitable access to qualified teachers as described in
23 paragraphs (1)(B) and (2)(J) of subsection (g), and

1 section 1112(b)(2), for students enrolled in such
2 school, which shall”;

3 (2) in paragraph (2)—

4 (A) in subparagraph (B)—

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

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

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

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

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

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

6 (c) RESOURCE INEQUITY REVIEWS.—Section 1111 of
7 the Elementary and Secondary Education Act of 1965 (20
8 U.S.C. 6311(d)), as amended by sections 203 and 204,
9 is further amended by inserting after subsection (k) the
10 following:

11 “(1) DISPARITIES IN PER-PUPIL EXPENDITURES.—
12 Not less frequently than every 5 years, a State that re-
13 ceives assistance under this part shall examine and ad-
14 dress fiscal inequities among schools and local educational
15 agencies in the State, including by working with the Gov-
16 ernor, members of the State legislature and State board
17 of education (if the State has a State board of education),
18 local educational agencies that serve schools in the quartile
19 described in paragraph (1), and the public, to—

20 “(1) identify the quartile of schools serving the
21 greatest number and percentage of students from
22 low-income backgrounds;

23 “(2) identify the average per-pupil expenditure
24 of the quartile of local educational agencies with the
25 greatest per-pupil expenditures in the State; and

1 “(3) implement State and local actions to in-
2 crease per-pupil expenditures at schools described in
3 paragraph (1) to an amount that is not less than the
4 average per-pupil expenditure described in para-
5 graph (2).”.

6 **SEC. 224. STRENGTHENING PER-PUPIL EXPENDITURE RE-**
7 **PORTING.**

8 (a) **PURPOSE.**—It is the purpose of the amendments
9 made under this section to help ensure sufficient funds
10 are available to meet the requirements of this Act, includ-
11 ing the amendments made by this Act.

12 (b) **STATE REPORTS.**—Section 1111(h)(5) of the Ele-
13 mentary and Secondary Education Act of 1965 (20 U.S.C.
14 6311(h)(5)) is amended by inserting after subparagraph
15 (E), as redesignated by section 221, the following:

16 “(F) the per-pupil expenditures of Federal,
17 State, and local funds, including actual per-
18 sonnel expenditures and actual nonpersonnel ex-
19 penditures of Federal, State, and local funds,
20 disaggregated by source of funds, for each local
21 educational agency and each school in the State
22 for the preceding fiscal year, in accordance with
23 paragraph (1)(C)(x); and”.

24 (c) **LOCAL EDUCATIONAL AGENCY PLANS.**—Section
25 1112(e)(1) of the Elementary and Secondary Education

1 Act of 1965 (20 U.S.C. 6312(e)(1)) is amended by adding
2 at the end the following:

3 “(C) ADDITIONAL RESOURCE EQUITY IN-
4 FORMATION.—Schools served by a local edu-
5 cational agency that receives assistance under
6 this part shall provide to each individual parent
7 of a child who is a student in such school infor-
8 mation on resource equity, including—

9 “(i) the per-pupil expenditures of Fed-
10 eral, State, and local funds, in both the
11 school in which such parent’s child is en-
12 rolled and in the local educational agency
13 that serves such school, in accordance with
14 section 1111(h)(1)(C)(x); and

15 “(ii) whether the school-level per-pupil
16 expenditures of the school in which such
17 parent’s child is enrolled and the local edu-
18 cational agency that serves such school are
19 below the average of the local educational
20 agency and State, respectively.”.

21 **SEC. 225. STATE ADMINISTRATION.**

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

24 (1) in subsection (a)—

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

4 (B) in paragraph (2), by striking
5 “\$400,000” and inserting “\$1,200,000”; and
6 (2) by adding at the end the following:

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

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

14 “(2) Support State public school funding and
15 resource adequacy and equity commissions, or com-
16 prehensive reviews of State public school finance sys-
17 tems, that—

18 “(A) are carried out with significant and
19 meaningful family and community engagement,
20 including with—

21 “(i) organizations representing the in-
22 terests of students from low-income back-
23 grounds, students who are racial and eth-
24 nic minorities, English learners, children
25 with disabilities, students experiencing

1 homelessness, children and youth in the
2 foster care system, and other vulnerable
3 and underserved children;

4 “(ii) teachers, classified school em-
5 ployees, principals, and other school lead-
6 ers;

7 “(iii) local educational agencies;

8 “(iv) parents and families;

9 “(v) civil rights organizations in the
10 State; and

11 “(vi) school finance experts, which
12 may include researchers from institutions
13 of higher education;

14 “(B) identify State and local funding and
15 educational opportunity gaps in fiscal and re-
16 source adequacy and equity—

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

19 “(ii) for each local educational agency
20 in the State, across all schools served by
21 such agency; and

22 “(C) develop action plans to address exist-
23 ing gaps in fiscal and resource adequacy and
24 equity identified under subparagraph (B), with

1 involvement from the stakeholders described in
2 clauses (i) through (vi) of subparagraph (A).

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

9 “(4) Support and expand public transparency
10 about public school finance systems.”.

11 **SEC. 226. NATIONAL ACADEMIES STUDY TO IMPROVE**
12 **ESEA’S RESOURCE EQUITY REQUIREMENTS.**

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

17 (1) conduct a study of how to improve Federal
18 requirements designed to ensure that public schools
19 and local educational agencies that serve a high
20 number or percentage of underserved groups of stu-
21 dents, including students from low-income back-
22 grounds, students of color, English learners, children
23 with disabilities, students experiencing homelessness,
24 and children and youth in the foster care system, re-

1 ceive an adequate and equitable share of State and
2 local funds; and

3 (2) make the report described in subsection (c)
4 publicly available.

5 (b) ELEMENTS.—The study described in subsection
6 (a) shall—

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

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

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

23 (4) include recommendations for effective or
24 evidence-based Federal and State policies designed
25 to ensure that public schools and local educational

1 agencies that serve a high number or percentage of
2 underserved groups of students receive an equitable
3 share of funds, including recommendations relating
4 to the equitable and adequate distribution of funds
5 at the State and local levels.

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

14 (d) MANDATORY APPROPRIATIONS.—In addition to
15 amounts otherwise available, there is appropriated, out of
16 any money in the Treasury not otherwise appropriated,
17 \$1,500,000 to the Secretary to carry out this section for
18 fiscal year 2026.

1 **TITLE III—INVESTING IN EDUCA-**
2 **TOR PREPARATION AND THE**
3 **TEACHING PIPELINE**

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

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

13 (1) for fiscal year 2026, \$550,000,000; 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) **PRIORITY.**—In carrying out part A of title II of
19 the Higher Education Act of 1965 (20 U.S.C. 1022 et
20 seq.) with funds provided under subsection (a), the Sec-
21 retary shall prioritize the use of funds to establish or ex-
22 pand high-quality teacher residencies or Grow Your Own
23 programs as described in subsection (e) or (f) of section
24 202 of such Act (20 U.S.C. 1022a).

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)”;

8 (B) in subparagraph (C), by striking “sub-

9 section (f) or (g)” and inserting “subsection (g)

10 or (h)”;

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)”;

19 (3) by redesignating subsections (f) through (k)

20 as subsections (g) through (l), respectively;

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 2026, \$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 2026, \$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 2026, \$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(d) 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 2026, \$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)).