

117TH CONGRESS
2D SESSION

H. R. 9475

To direct the Secretary of Health and Human Services, in consultation of the Secretary of Education, to conduct a study on the impact of COVID–19 on the mental health of education professionals, to direct the Secretary of Education to award grants to implement or improve health and wellness programs for education professionals, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 8, 2022

Mrs. KIRKPATRICK (for herself, Ms. ADAMS, Mr. EVANS, Ms. JACOBS of California, Mr. KILDEE, Ms. KUSTER, Mr. LYNCH, Ms. NORTON, Mr. PETERS, Ms. PORTER, Mr. THOMPSON of Mississippi, Ms. TITUS, Mr. TRONE, and Ms. WILSON of Florida) introduced the following bill; which was referred to the Committee on Education and Labor, and in addition to the Committee on Energy and Commerce, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To direct the Secretary of Health and Human Services, in consultation of the Secretary of Education, to conduct a study on the impact of COVID–19 on the mental health of education professionals, to direct the Secretary of Education to award grants to implement or improve health and wellness programs for education professionals, and for other purposes.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Teacher and Educator
5 Access to Crucial Health and Wellness Act of 2022” or
6 the “TEACH Act of 2022”.

7 **SEC. 2. FINDINGS.**

8 Congress finds the following:

9 (1) The COVID–19 pandemic has had a dis-
10 proportionately negative impact on mental health of
11 educators in the United States, leading to an in-
12 crease in stress and burnout among the education
13 workforce.

14 (2) According to the National Education Asso-
15 ciation and the American Federation of Teachers,
16 rates of stress were higher among teachers than
17 most other working adults during the pandemic.
18 More than 3 in 4 teachers reported frequent job-re-
19 lated stress, compared to 40-percent of other work-
20 ing adults, and 27-percent of teachers reported
21 symptoms of depression, compared to 10-percent of
22 other adults.

23 (3) The COVID–19 pandemic exacerbated edu-
24 cator departure and retirement, which has led to an

1 ongoing teacher recruitment, retention, and shortage
2 crisis in the United States.

3 (4) The COVID–19 pandemic highlighted an
4 increased need for employee health and wellness pro-
5 grams in schools across the country.

6 (5) Employee wellness programs can help create
7 a more supportive work environment for education
8 professionals, thereby supporting educator retention.

9 (6) More research is essential to understanding
10 the impact the COVID–19 pandemic had on edu-
11 cators’ mental health, and there is an immediate
12 need to increase educators’ access to employee
13 wellness programs.

14 **SEC. 3. STUDY ON IMPACTS OF COVID–19 ON MENTAL**
15 **HEALTH OF EDUCATORS.**

16 (a) IN GENERAL.—The Secretary of Health and
17 Human Services, acting through the Director of the Na-
18 tional Institutes of Health, and in consultation of the Sec-
19 retary of Education, shall conduct a study that analyzes
20 the impact of COVID–19 on the mental health of edu-
21 cation professionals. Such study shall specifically ad-
22 dress—

23 (1) the impact of the COVID–19 pandemic on
24 the mental health of education professionals;

1 (2) the impact of the COVID–19 pandemic on
2 the overall staff retention of education professionals;

3 (3) the barriers that remain with respect to ac-
4 cess to mental health services for education profes-
5 sionals; and

6 (4) any policies or practices that may promote
7 resiliency among education professionals, specifically
8 during, and in the aftermath of, a high-stress event,
9 such as the COVID–19 pandemic.

10 (b) REPORT.—Not later than one year after the date
11 of the enactment of this Act, the Secretary of Health and
12 Human Services shall submit to the Congress a report—

13 (1) on the results of the study conducted under
14 subsection (a); and

15 (2) that includes the Secretary’s recommenda-
16 tions for best practices—

17 (A) to promote the mental health of edu-
18 cation professionals, especially during, and in
19 the aftermath of, a high-stress event, such as
20 the COVID–19 pandemic; and

21 (B) to prepare for future high-stress
22 events such as the COVID–19 pandemic.

1 **SEC. 4. GRANTS FOR HEALTH AND WELLNESS PROGRAMS**
2 **FOR EDUCATION PROFESSIONALS.**

3 (a) IN GENERAL.—The Secretary of Education (in
4 this section referred to as the “Secretary”) shall award,
5 on a competitive basis, grants to State educational agen-
6 cies to carry out the activities described in subsection (d).

7 (b) APPLICATION.—A State educational agency seek-
8 ing a grant under this section shall submit to the Sec-
9 retary an application in such form, at such time, and con-
10 taining such information as the Secretary determines ap-
11 propriate, including a description of—

12 (1) staffing shortages of education professionals
13 in the State; and

14 (2) how the State educational agency will carry
15 out the activities described in subsection (d)(1).

16 (c) GRANT AMOUNTS.—Of the total amount of a
17 grant awarded to a State educational agency under this
18 section—

19 (1) not more than 1-percent shall be used for
20 administrative costs;

21 (2) not more than 4-percent shall be used to
22 carry out the activities described in subsection
23 (d)(1); and

24 (3) not less than 95-percent shall be used to
25 award subgrants in accordance with subsection (e).

1 (d) GRANT USES.—A State educational agency re-
2 ceiving a grant under this section shall use such grant
3 funds, in accordance with subsection (c), to—

4 (1) develop and provide guidance to local edu-
5 cational agencies receiving a subgrant under sub-
6 section (e) for the development and implementation
7 or improvement of the programs described in sub-
8 section (e)(5)(A), including with respect to—

9 (A) assessing the workplace;

10 (B) creating such programs;

11 (C) engaging education professionals in
12 such programs; and

13 (D) evaluating the success of such pro-
14 grams; and

15 (2) award subgrants to local educational agen-
16 cies in accordance with subsection (e).

17 (e) SUBGRANTS.—

18 (1) IN GENERAL.—A State educational agency
19 receiving a grant under this section shall award, on
20 a competitive basis, subgrants to local educational
21 agencies to develop and implement, or improve exist-
22 ing, education professional wellness programs.

23 (2) APPLICATION.—A local educational agency
24 seeking a grant under this section shall submit to
25 the State educational agency an application in such

1 form, at such time, and containing such information
2 as the State educational agency determines appro-
3 priate, including—

4 (A) a description of any education profes-
5 sional or employee wellness programs carried
6 out by the local educational agency at the time
7 of application for the subgrant, as applicable,
8 including whether and how such programs can
9 be expanded or altered to support the retention
10 of education professionals;

11 (B) the number of education professionals
12 who will be served by the programs imple-
13 mented or improved pursuant to the subgrant;

14 (C) a description of the education profes-
15 sionals who will implement or improve the pro-
16 grams with the local educational agency in ac-
17 cordance with paragraph (5)(B); and

18 (D) a description of community partners
19 that can support or partner with the local edu-
20 cational agency by offering programming and
21 services related to wellness of education profes-
22 sionals, including in-person and virtual options.

23 (3) SUBGRANT AMOUNTS.—The State edu-
24 cational agency shall determine subgrant amounts

1 under this subsection with respect to each local edu-
2 cational agency based on the following:

3 (A) The number of education professionals
4 who would be served by programs implemented
5 or improved pursuant to the subgrant.

6 (B) Whether the local educational agency
7 carries out education professional or employee
8 wellness programs at the time of application for
9 the subgrant.

10 (4) RURAL, REMOTE, AND HIGH-NEED
11 SCHOOLS.—

12 (A) IN GENERAL.—25-percent of the grant
13 funds described in subsection (c)(3) shall be
14 used by the State educational agency to award
15 subgrants to local educational agencies that
16 serve 1 or more rural, remote, or high-need
17 schools, as defined by the State educational
18 agency.

19 (B) EXCEPTION.—If, at the conclusion of
20 the subgrant application period set by the State
21 educational agency, the State educational agen-
22 cy did not receive an application from a local
23 educational agency described in subparagraph
24 (A), the State educational agency shall use the
25 grant funds reserved under such subparagraph

1 to award subgrants to local educational agen-
2 cies that do not serve 1 or more rural, remote,
3 or high-need schools.

4 (5) SUBGRANT USES.—

5 (A) IN GENERAL.—A local educational
6 agency receiving a subgrant under this sub-
7 section shall use such subgrant funds to develop
8 and implement, or improve existing, wellness
9 programs that meet the health and wellness
10 needs of education professionals, such as by—

11 (i) contracting with coaches, trainers,
12 or instructors who specialize in stress man-
13 agement, time management, nutrition,
14 cooking, non-violent communication, team
15 building, implicit bias, mental health, trau-
16 ma, social support, alcohol or substance
17 use, fitness, financial education, or other
18 areas of expertise deemed appropriate by
19 the Secretary;

20 (ii) purchasing exercise equipment
21 and repurposing a room in a school build-
22 ing for such equipment; and

23 (iii) repurposing a room in a school
24 building for a quiet space for education
25 professionals.

1 (B) IMPLEMENTATION.—

2 (i) IN GENERAL.—The local edu-
3 cational agency shall, in conjunction with
4 the committee described in clause (ii) and
5 using the guidance provided under sub-
6 section (d)(1), develop and implement, or
7 improve, as applicable, and oversee the
8 programs described in subparagraph (A).

9 (ii) COMMITTEE.—The committee re-
10 quired under clause (i) shall be composed
11 of not fewer than 3 education professionals
12 from the local educational agency, includ-
13 ing—

14 (I) 1 education professional who
15 is a teacher;

16 (II) 1 education professional who
17 is a school administrator; and

18 (III) 1 education professional
19 who is other staff.

20 (f) AUTHORIZATION OF APPROPRIATIONS.—There
21 are authorized to be appropriated to carry out this section
22 \$200,000,000 for the period of fiscal years 2024 through
23 2028.

24 **SEC. 5. DEFINITIONS.**

25 In this Act:

1 (1) EDUCATION PROFESSIONAL.—The term
2 “education professional” means, with respect to an
3 elementary or secondary school, a teacher, principal,
4 other school leader, paraprofessional, school adminis-
5 trator, and other staff.

6 (2) ESEA TERMS.—The terms “elementary
7 school”, “local educational agency”, “other staff”,
8 “paraprofessional”, “school leader”, and “secondary
9 school” have the meanings given to such terms in
10 section 8101 of the Elementary and Secondary Edu-
11 cation Act of 1965 (20 U.S.C. 7801).

