

118TH CONGRESS  
1ST SESSION

# S. 2065

To authorize a study on educator workforce data to advance teaching and learning and a program to support increasing access to well-prepared and diverse educators.

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## IN THE SENATE OF THE UNITED STATES

JUNE 21, 2023

Mr. KAINE (for himself and Mr. REED) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To authorize a study on educator workforce data to advance teaching and learning and a program to support increasing access to well-prepared and diverse educators.

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 “Supporting Teaching  
5 and Learning through Better Data Act”.

6 **SEC. 2. DEFINITIONS.**

7 In this Act:

1           (1) COMMISSIONER.—The term “Commis-  
2           sioner” means the Commissioner of the National  
3           Center for Education Statistics.

4           (2) LOCAL EDUCATIONAL AGENCY.—The term  
5           “local educational agency” has the meaning given  
6           the term in section 8101 of the Elementary and Sec-  
7           ondary Education Act of 1965 (20 U.S.C. 7801).

8           (3) SECRETARY.—The term “Secretary” means  
9           the Secretary of Education.

10          (4) STATE EDUCATIONAL AGENCY.—The term  
11          “State educational agency” has the meaning given  
12          the term in section 8101 of the Elementary and Sec-  
13          ondary Education Act of 1965 (20 U.S.C. 7801).

14 **SEC. 3. STUDY ON EDUCATOR WORKFORCE DATA TO AD-**  
15 **VANCE TEACHING AND LEARNING.**

16 (a) AUTHORIZATION OF STUDY.—

17 (1) IN GENERAL.—The Commissioner shall—

18           (A) beginning not later than 3 months  
19           after the date of enactment of this Act, conduct  
20           a study on—

21                   (i) data collections and data require-  
22                   ments on the educator workforce in effect  
23                   on the date of the study; and

24                   (ii) data elements about the educator  
25                   workforce that are not collected, but whose

1 collection would strengthen the under-  
2 standing of teacher supply, demand, dis-  
3 tribution, and shortages; and

4 (B) make recommendations through sub-  
5 mission of a report under subsection (c) for im-  
6 provements to data collection, analysis, and dis-  
7 semination that aid policymakers, practitioners,  
8 students, educators, families, and others in im-  
9 proving access to a diverse, well-prepared, and  
10 stable educator workforce, including—

11 (i) proposals for a comprehensive sys-  
12 tem of data elements that can be inte-  
13 grated and analyzed to allow for regular  
14 tracking and projections of educator sup-  
15 ply, demand, shortages, and distribution at  
16 the national, regional, and State levels;  
17 and

18 (ii) recommendations for improve-  
19 ments in data quality, timeliness, and  
20 availability.

21 (2) COMPLETION.—The Commissioner shall  
22 complete the study required under paragraph (1) not  
23 later than 30 months after the date of enactment of  
24 this Act.

25 (b) CONTENT OF STUDY.—

1           (1) EXISTING EDUCATOR WORKFORCE DATA  
2           COLLECTIONS AND DATA REQUIREMENTS.—The  
3           study conducted under subsection (a) shall examine  
4           educator workforce data collections and data re-  
5           quirements in effect on the date of the study to as-  
6           certain how such collections and requirements con-  
7           tribute, or may contribute, to a data system that  
8           meets the goals outlined in subsection (a)(1)(B), as  
9           well as where there are limitations or redundancies.  
10          The study shall examine—

11                   (A) the Nationwide Teacher Shortage  
12                   Areas Listing of the Department of Education;

13                   (B) the plan requirements for State edu-  
14                   cational agencies and local educational agencies  
15                   under sections 1111(g)(1)(B) and 1112(b)(2) of  
16                   the Elementary and Secondary Education Act  
17                   of 1965 (20 U.S.C. 6311(g)(1)(B) and  
18                   6312(b)(2)) that are designed to ensure that  
19                   low-income and minority children are not served  
20                   at disproportionate rates by ineffective, out-of-  
21                   field, or inexperienced teachers;

22                   (C) the requirements under paragraphs  
23                   (1)(C)(ix), (2), and (5) of section 1111(h) of  
24                   the Elementary and Secondary Education Act  
25                   of 1965 (20 U.S.C. 6311(h)) related to the pro-

1 professional qualifications of teachers and leaders  
2 included in annual reports;

3 (D) the personnel requirements for related  
4 service personnel, paraprofessionals, and special  
5 education teachers under section 612(a)(14) of  
6 the Individuals with Disabilities Education Act  
7 (20 U.S.C. 1412(a)(14));

8 (E) the requirement under section  
9 3122(b)(5) of the Elementary and Secondary  
10 Education Act of 1965 (20 U.S.C. 6843(b)(5))  
11 related to the number of certified or licensed  
12 educators working in language instruction and  
13 educating English learners and the estimate of  
14 the number of educators that will be needed  
15 over the next 5 fiscal years;

16 (F) the requirement under section  
17 2104(a)(4) of the Elementary and Secondary  
18 Education Act of 1965 (20 U.S.C. 6614(a)(4))  
19 related to the annual retention rates of teach-  
20 ers, principals, and school leaders included in  
21 reports;

22 (G) educator certification, experience, re-  
23 tention, presentism, and other educator infor-  
24 mation in the Civil Rights Data Collection of  
25 the Department of Education;

1 (H) educator workforce information gath-  
2 ered under the Education Sciences Reform Act  
3 of 2002 (20 U.S.C. 9501 et seq.), including sec-  
4 tion 153(a)(1)(F) of such Act (20 U.S.C.  
5 9543(a)(1)(F)), the National Teacher and Prin-  
6 cipal Survey of the Department of Education,  
7 and the School Pulse Panel of the Department  
8 of Education;

9 (I) educator supply information, includ-  
10 ing—

11 (i) educator preparation program en-  
12 rollment and clinical experience informa-  
13 tion required under section 205(b)(1)(G)  
14 of the Higher Education Act of 1965 (20  
15 U.S.C. 1022d(b)(1)(G));

16 (ii) information on completers of edu-  
17 cation preparation programs required  
18 under section 205(b)(1)(H) of the Higher  
19 Education Act of 1965 (20 U.S.C.  
20 1022d(b)(1)(H)); and

21 (iii) other enrollment and completion  
22 data that includes demographic and diver-  
23 sity enrollment and completion information  
24 of educator preparation programs;

1 (J) educators in training and in-service  
2 educators' access to and completion of Federal  
3 service scholarship and loan forgiveness pro-  
4 grams, including—

5 (i) the TEACH Grants program sub-  
6 part 9 of part A of title IV of the Higher  
7 Education Act of 1965 (20 U.S.C. 1070g  
8 et seq.);

9 (ii) teacher loan forgiveness or can-  
10 cellation programs under sections 428J  
11 and 460 of the Higher Education Act of  
12 1965 (20 U.S.C. 1078–10 and 1087j);

13 (iii) the public service loan forgiveness  
14 program under section 455(m) of the  
15 Higher Education Act of 1965 (20 U.S.C.  
16 1087e(m)); and

17 (iv) educators accessing educational  
18 awards under subtitle D of title I of the  
19 National and Community Service Act of  
20 1990 (42 U.S.C. 12601 et seq.); and

21 (K) data pertaining to the educator work-  
22 force collected under the Coronavirus Aid, Re-  
23 lief, and Economic Security Act (or the  
24 “CARES Act”) (Public Law 116–136), the  
25 Coronavirus Response and Relief Supplemental

1 Appropriations Act, 2021 (Public Law 116–  
2 260), and the American Rescue Plan Act of  
3 2021 (Public Law 117–2).

4 (2) IDENTIFYING GAPS AND RECOMMENDA-  
5 TIONS FOR CLOSING GAPS.—The study conducted  
6 under subsection (a) shall examine whether there are  
7 gaps in information about the educator workforce  
8 that impacts educator supply, demand, distribution,  
9 and shortages and make recommendations for clos-  
10 ing such gaps, which contribute to meeting the goals  
11 outlined in subsection (a)(1)(B). The study shall  
12 consider information concerning—

13 (A) the types of pathways through which  
14 educators enter the profession, including the  
15 length and quality of coursework and clinical  
16 experience before a prospective educator is the  
17 educator of record;

18 (B) the recruitment, supply, retention, de-  
19 mographics, geographic regions, subject areas  
20 taught, diversity, qualifications and credentials,  
21 satisfaction and attitudes, and working condi-  
22 tions, of the educator workforce;

23 (C) induction, mentoring, early career sup-  
24 ports, and access to teacher leadership opportu-  
25 nities;



1 (D) compensation information, including  
2 pre-service (stipends, apprenticeship support,  
3 other compensation), starting, mid-career, and  
4 late-career salaries and benefits of teachers;

5 (E) the number and percentage of in-serv-  
6 ice educators who have received a Federal Pell  
7 Grant under subpart 1 of part A of title IV of  
8 the Higher Education Act of 1965 (20 U.S.C.  
9 1070a et seq.) or a loan made, insured, or  
10 guaranteed under title IV of the Higher Edu-  
11 cation Act of 1965 (20 U.S.C. 1070 et seq.);  
12 and

13 (F) whether there are, and any rec-  
14 ommendations for, standard definitions for key  
15 educator workforce terms across State edu-  
16 cational agencies, local educational agencies,  
17 Federal law, and federally funded research.

18 (c) REPORT.—The Commissioner shall publish and  
19 widely disseminate a report on the study conducted under  
20 subsection (a), which shall include—

21 (1) publishing the report to the website of the  
22 Department of Education and the website of the In-  
23 stitute of Education Sciences;

24 (2) sending the report to, and briefing, the  
25 Committee on Health, Education, Labor, and Pen-

1 sions of the Senate, the Committee on Education  
 2 and the Workforce of the House of Representatives,  
 3 the Subcommittee on Labor, Health and Human  
 4 Services, Education, and Related Agencies of the  
 5 Committee on Appropriations of the Senate, and the  
 6 Subcommittee on Labor, Health and Human Serv-  
 7 ices, Education of the Committee on Appropriations  
 8 of the House of Representatives; and

9 (3) presenting and disseminating the report to  
 10 education stakeholders, including students, families,  
 11 educators, administrators, civil rights organizations,  
 12 educator organizations, and more.

13 **SEC. 4. PROGRAM TO SUPPORT INCREASING ACCESS TO**  
 14 **WELL-PREPARED AND DIVERSE EDUCATORS.**

15 (a) IN GENERAL.—The Secretary—

16 (1) shall provide technical assistance to State  
 17 educational agencies and local educational agencies  
 18 to support such agencies in increasing access to well-  
 19 prepared and diverse educators; and

20 (2) may reserve not more than 20 percent of  
 21 funds available to carry out this section to award  
 22 grants to State educational agencies to—

23 (A) provide technical assistance to local  
 24 educational agencies to increase access to well-  
 25 prepared and diverse educators; and

1 (B) improve State educator workforce data  
2 collection and analysis.

3 (b) TECHNICAL ASSISTANCE.—The Secretary shall  
4 provide technical assistance to State educational agencies  
5 and local educational agencies on the following educator  
6 quality requirements and data collections:

7 (1) Meeting and making progress on the plan  
8 requirements for State educational agencies and  
9 local educational agencies under sections  
10 1111(g)(1)(B) and 1112(b)(2) of the Elementary  
11 and Secondary Education Act of 1965 (20 U.S.C.  
12 6311(g)(1)(B) and 6312(b)(2)) that are designed to  
13 ensure that low-income and minority children are  
14 not served at disproportionate rates by ineffective,  
15 out-of-field, or inexperienced teachers.

16 (2) Meeting and making progress on the per-  
17 sonnel requirements for related service personnel,  
18 paraprofessionals, and special education teachers  
19 under section 612(a)(14) of the Individuals with  
20 Disabilities Education Act (20 U.S.C. 1412(a)(14)).

21 (3) Educator workforce information collected  
22 under the Elementary and Secondary Education Act  
23 of 1965 (20 U.S.C. 6301 et seq.), the Individuals  
24 with Disabilities Education Act (20 U.S.C. 1400 et  
25 seq.), the Education Sciences Reform Act (20

1 U.S.C. 9501 et seq.), the Higher Education Act of  
2 1965 (20 U.S.C. 1001 et seq.), the Civil Rights  
3 Data Collection, and other State and Federal educa-  
4 tor workforce data collection requirements.

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