

117TH CONGRESS
1ST SESSION

S. 457

To establish a grant program for innovative partnerships among teacher preparation programs, local educational agencies, and community-based organizations to expand access to high-quality tutoring in hard-to-staff schools and high-need schools, and for other purposes.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 25, 2021

Mr. BOOKER (for himself, Mr. CORNYN, Mr. MURPHY, and Ms. COLLINS) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To establish a grant program for innovative partnerships among teacher preparation programs, local educational agencies, and community-based organizations to expand access to high-quality tutoring in hard-to-staff schools and high-need schools, 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 “Partnering Aspiring
5 Teachers with High-need Schools to Tutor Act of 2021”
6 or the “PATHS to Tutor Act of 2021”.

1 **SEC. 2. GRANT PROGRAM FOR HIGH-QUALITY TUTORING.**

2 (a) DEFINITIONS.—In this section:

3 (1) EDUCATIONAL SERVICE AGENCY.—The
4 term “educational service agency” has the meaning
5 given the term in section 8101 of the Elementary
6 and Secondary Education Act of 1965 (20 U.S.C.
7 7801).

8 (2) EDUCATOR PREPARATION PROGRAM.—The
9 term “educator preparation program” means a
10 State-accredited program at a public or nonprofit in-
11 stitution of higher education or other nonprofit pro-
12 vider that prepares individuals to serve as educators.

13 (3) HARD-TO-STAFF SCHOOL.—The term
14 “hard-to-staff school” means a high-need school that
15 has a high rate of teacher turnover or a large con-
16 centration of teachers in their first or second year
17 of teaching.

18 (4) HIGH-NEED SCHOOL.—The term “high-need
19 school” has the meaning given the term in section
20 2211 of the Elementary and Secondary Education
21 Act of 1965 (20 U.S.C. 6631).

22 (5) HIGH-QUALITY TUTORING.—The term
23 “high-quality tutoring” means tutoring—

24 (A) that is provided by a tutor;

25 (B) that is one-on-one or in a small group
26 not to exceed a ratio of 1 to 4, or a small group

1 ratio based on evidence deemed sufficient by the
 2 State educational agency in the State in which
 3 the tutoring takes place;

4 (C) that includes plans and time for tutors
 5 to collaborate;

6 (D) that—

7 (i) includes multiple sessions each
 8 week that are of sufficient length, such as
 9 the length of a regularly scheduled class or
 10 period; and

11 (ii) is embedded in the school sched-
 12 ule, preferably during the regular school
 13 day or tightly integrated to the regular
 14 school day and provided before or after
 15 school, or during school vacations;

16 (E) in which content and grade specific tu-
 17 tors are matched with students;

18 (F) that is aligned to local standards and
 19 curriculum;

20 (G) that includes high-quality pre-service
 21 training and ongoing professional support;

22 (H) that is facilitated by the local consor-
 23 tium where local educational agencies and
 24 schools support tutors through direct super-
 25 vision and feedback with additional capacity

provided by the education preparation program
faculty or staff; and

(I) where tutors are adequately compensated for their work.

(6) LOCAL CONSORTIUM.—The term “local consortium” means a consortium consisting of community partners as follows:

(A) The consortium shall include the following entities, one or both of which shall serve as the lead entity of the consortium:

(i) A local educational agency, an individual school, or an educational service agency.

(ii) An educator preparation program.

(B) The consortium may include a community partner, such as—

(i) a community-based organization;

(ii) a child and youth serving organization or agency;

(iii) an institution of higher education, as defined in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a));

(iv) a foundation;

(v) an educator organization;

1 (vi) an organization representing edu-
 2 cation professionals;

3 (vii) a local government, including a
 4 government agency serving children and
 5 youth, such as a child welfare and juvenile
 6 justice agency;

7 (viii) an organization representing
 8 students; or

9 (ix) an organization representing par-
 10 ents.

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

15 (8) MENTOR.—The term “mentor” means an
 16 experienced educator, including a teacher-educator
 17 at an educator preparation program, dedicated to
 18 advising a tutor or administering the tutoring pro-
 19 gram.

20 (9) SECRETARY.—The term “Secretary” means
 21 the Secretary of Education.

22 (10) TUTOR.—The term “tutor” means—

23 (A) a postsecondary student who is en-
 24 rolled in an educator preparation program;

1 (B) a recent graduate of an educator prep-
2 aration program;

3 (C) an individual serving as an education
4 paraprofessional or teaching aide; or

5 (D) a fully certified and licensed educator
6 (such as a recently retired educator, an educa-
7 tor experiencing a gap in employment due to
8 COVID-induced budget cuts, or an educator
9 providing tutoring before or after school, or
10 during the summer).

11 (b) DEMONSTRATION COMPETITIVE GRANT PRO-
12 GRAM.—The Secretary shall award grants, on a competi-
13 tive basis, to local consortia to enable the local consortia
14 to carry out high-quality tutoring, especially at hard-to-
15 staff schools or high-need schools.

16 (c) APPLICATION.—A local consortium that desires to
17 receive a grant under this section shall submit an applica-
18 tion to the Secretary at such time, in such manner, and
19 accompanied by such information as the Secretary may
20 require, including the following:

21 (1) A description of the local consortium, in-
22 cluding which public or nonprofit entity participating
23 in the local consortium shall serve as the fiscal agent
24 for the local consortium.

1 (2) A description of the strategy for recruit-
2 ment, careful selection, and matching of tutors with
3 hard-to-staff schools and high-need schools.

4 (3) A description of the pre-service training and
5 ongoing professional support for tutors.

6 (4) A list of hard-to-staff schools and high-need
7 schools, and the grades that will be supported in
8 each school, identified by the local consortium to re-
9 ceive comprehensive, coordinated continuum of serv-
10 ices and support.

11 (5) A description of how the high-quality tutor-
12 ing program plans to accelerate student learning.

13 (6) A description of how the local consortium
14 will ensure that tutoring does not result in the
15 tracking or negative labeling of students, or remedi-
16 ation.

17 (7) A description of the duration of tutoring,
18 including the duration of sessions, the number of
19 days a week tutoring will occur, and the length in
20 weeks the tutoring will occur.

21 (8) An assurance that the local consortium will
22 align tutoring to the local curriculum and standards
23 of the local educational agency and school and will
24 be designed to support student success in the class-
25 room.

1 (9) A description of materials and supports and
 2 how they are aligned with the local curriculum and
 3 standards of the local educational agency and school.

4 (10) A description of how the high-quality tu-
 5 toring program will build school capacity in the
 6 schools in which the tutors will serve.

7 (11) An assurance that the local consortium
 8 will leverage tutors to supplement, not supplant ex-
 9 isting staff.

10 (12) A description of how tutors will be ade-
 11 quately compensated.

12 (13) An assurance that the local consortium
 13 will use funds to supplement and not supplant funds
 14 otherwise available to carry out high-quality tutoring
 15 and will not use any funds to replace teaching posi-
 16 tions with tutoring positions.

17 (14) A description of how the tutoring program
 18 will incorporate research-based social-emotional
 19 learning practices, trauma-informed learning prac-
 20 tices, and culturally and linguistically responsive
 21 practices.

22 (d) PRIORITY.—In awarding grants under this sec-
 23 tion, the Secretary shall give priority to local consortia
 24 that plan to support high-need schools in building student
 25 learning capacity by using tutors who are postsecondary

1 students who are enrolled in educator preparation pro-
 2 grams.

3 (e) USE OF FUNDS.—A local consortium that receives
 4 a grant under this section may use the grant funds for
 5 the following:

6 (1) Matching, training, and placing tutors with
 7 schools to deliver high-quality tutoring.

8 (2) Supporting tutors to work with small
 9 groups of students attending high-need schools
 10 wherein tutors are providing supervision and instruc-
 11 tion, and time for collaboration with mentors.

12 (3) Matching tutors with mentors.

13 (4) Providing stipends to tutors and mentors.

14 (5) Purchasing instructional materials and
 15 connectivity resources, including internet access and
 16 accessible devices.

17 (6) Providing transportation for students at-
 18 tending the tutoring program.

19 (7) Providing meals and snacks for students at-
 20 tending the tutoring program.

21 (8) Providing facilities for conducting the tutor-
 22 ing program.

23 (f) AUTHORIZATION OF APPROPRIATIONS.—

24 (1) IN GENERAL.—There is authorized to be
 25 appropriated to carry out this section \$500,000,000.

1 (2) ALLOCATION.—From the amounts appro-
2 priated to carry out this section—

3 (A) not less than 85 percent shall be used
4 for directly supporting students, including pro-
5 viding stipends to tutors and mentors, providing
6 transportation, meals, and snacks, and pur-
7 chasing instructional materials and connectivity
8 resources for students; and

9 (B) not more than 15 percent shall be
10 used for other uses in carrying out this section.

11 **SEC. 3. COORDINATION WITH THE CORPORATION FOR NA-**
12 **TIONAL AND COMMUNITY SERVICE.**

13 (a) INTERAGENCY AGREEMENT.—The Secretary of
14 Education shall enter into an interagency agreement with
15 the Corporation for National and Community Service
16 under section 121(b) of the National and Community
17 Service Act of 1990 (42 U.S.C. 12571(b)) under which
18 the Corporation shall approve tutor positions under a pro-
19 gram funded under section 2, as approved national service
20 positions (as defined in section 101 of the National and
21 Community Service Act of 1990 (42 U.S.C. 12511)). Such
22 interagency agreement shall specify how a degree or cer-
23 tificate of completion for a term of service as a provider
24 of high-quality tutoring will be submitted to the Corpora-
25 tion.

1 (b) SPECIAL RULE.—Notwithstanding section 148 of
 2 the National and Community Service Act of 1990 (42
 3 U.S.C. 12604), the Secretary and the Chief Executive Of-
 4 ficer of the Corporation for National and Community
 5 Service shall develop a program under which national serv-
 6 ice educational awards may be disbursed to tutors upon
 7 completion of service under a program funded under sec-
 8 tion 2.

9 **SEC. 4. REDUCING THE ECONOMIC BURDEN ON ASPIRING**
 10 **TEACHERS.**

11 Section 420N(b)(1) of the Higher Education Act of
 12 1965 (20 U.S.C. 1070g–2(b)(1)) is amended to read as
 13 follows:

14 “(1) the applicant will—

15 “(A) serve as a full-time teacher (or, dur-
 16 ing any of academic years 2020–2021, 2021–
 17 2022, or 2022–2023, serve as a full-time tutor
 18 in high-quality tutoring or a full-time instructor
 19 in small group instruction) for a total of not
 20 less than 4 academic years within 8 years after
 21 completing the course of study for which the
 22 applicant received a TEACH Grant under this
 23 subpart;

1 “(B) teach in a school described in section
2 465(a)(2)(A), except if serving as a tutor or in-
3 structor as described in subparagraph (A);

4 “(C) teach, except if serving as a tutor or
5 instructor as described in subparagraph (A), in
6 any of the following fields—

7 “(i) mathematics;

8 “(ii) science;

9 “(iii) a foreign language;

10 “(iv) bilingual education;

11 “(v) special education;

12 “(vi) as a reading specialist; or

13 “(vii) another field documented as
14 high-need by the Federal Government,
15 State government, or local educational
16 agency, and approved by the Secretary;
17 and

18 “(D) submit evidence of such employment
19 in the form of a certification by the chief ad-
20 ministrative officer of the school upon comple-
21 tion of each year of such service.”.

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