

HR 2149

Equal Access to Quality Education Act of 2015

Congress: 114 (2015–2017, Ended)

Chamber: House

Policy Area: Education

Introduced: Apr 30, 2015

Current Status: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.

Latest Action: Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education. (Nov 16, 2015)

Official Text: <https://www.congress.gov/bill/114th-congress/house-bill/2149>

Sponsor

Name: Rep. Chu, Judy [D-CA-27]

Party: Democratic • **State:** CA • **Chamber:** House

Cosponsors (11 total)

Cosponsor	Party / State	Role	Date Joined
Del. Bordallo, Madeleine Z. [D-GU-At Large]	D · GU		Apr 30, 2015
Rep. Brown, Corrine [D-FL-5]	D · FL		Apr 30, 2015
Rep. Davis, Danny K. [D-IL-7]	D · IL		Apr 30, 2015
Rep. Hinojosa, Ruben [D-TX-15]	D · TX		Apr 30, 2015
Rep. Honda, Michael M. [D-CA-17]	D · CA		Apr 30, 2015
Rep. Lieu, Ted [D-CA-33]	D · CA		Apr 30, 2015
Rep. Takano, Mark [D-CA-41]	D · CA		Apr 30, 2015
Rep. Titus, Dina [D-NV-1]	D · NV		Apr 30, 2015
Del. Norton, Eleanor Holmes [D-DC-At Large]	D · DC		May 5, 2015
Rep. DeSaulnier, Mark [D-CA-11]	D · CA		May 14, 2015
Rep. Cohen, Steve [D-TN-9]	D · TN		Jun 12, 2015

Committee Activity

Committee	Chamber	Activity	Date
Education and Workforce Committee	House	Referred to	Nov 16, 2015

Subjects & Policy Tags

Policy Area:

Education

Related Bills

No related bills are listed.

Equal Access to Quality Education Act of 2015

This bill requires the Department of Education to award competitive matching grants to partnerships between high-need local educational agencies (LEAs) and institutions of higher education (IHEs) to establish or support: (1) teacher preparation programs, and (2) teacher induction and retention programs.

Teacher preparation programs must: (1) require participants to complete at least one year of residency followed by at least three years of teaching at the LEA's high-need schools, and (2) award participants a teaching credential or degree that meets state requirements for a teaching license or certification upon completion of the program.

Teacher induction and retention programs must use high-quality mentoring, teacher collaboration, and research-based instructional practices to: (1) support and advance the retention of beginning teachers and principals, and (2) promote effective teaching and leadership skills. Grants may be used for certain other activities designed to improve the quality of education in high-need areas.

Grant priority is given to partnerships that: (1) use a valid and reliable teacher performance assessment and have a plan to recruit teachers from among minority and local candidates and the disabled; or (2) use that assessment and include an IHE that is eligible to participate in the TEACH Grant program, a Tribal College or University, an Asian American and Native American Pacific Islander-serving institution, a Hispanic-serving institution, or a historically Black college and university.

Actions Timeline

- **Nov 16, 2015:** Referred to the Subcommittee on Early Childhood, Elementary, and Secondary Education.
- **Apr 30, 2015:** Introduced in House
- **Apr 30, 2015:** Referred to the House Committee on Education and the Workforce.