

.....  
(Original Signature of Member)

117TH CONGRESS  
2D SESSION

**H. R.** \_\_\_\_\_

To direct the Secretary of Education to award grants to eligible entities to carry out teacher leadership programs, and for other purposes.

\_\_\_\_\_  
IN THE HOUSE OF REPRESENTATIVES

Mr. GALLEGO introduced the following bill; which was referred to the Committee on \_\_\_\_\_

\_\_\_\_\_  
**A BILL**

To direct the Secretary of Education to award grants to eligible entities to carry out teacher leadership programs, 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 “Teachers Leading,  
5 Educating, Advancing, and Designing Act of 2022” or the  
6 “Teachers LEAD Act of 2022”.

7 **SEC. 2. FINDINGS.**

8 Congress finds the following:

1           (1) Decades of research have shown that teach-  
2           ers are the single most important school-based factor  
3           in student achievement, and an analysis by the  
4           Brookings Institution indicates that a high level of  
5           teacher turnover is negatively associated with stu-  
6           dent achievement, and is higher in urban schools  
7           and schools with more economically disadvantaged  
8           students.

9           (2) A report by the National Commission on  
10          Teaching and America's Future estimated that dis-  
11          tricts spend between \$10,000 and \$17,000 for each  
12          teacher who leaves the district, making teacher turn-  
13          over and attrition a costly issue for school systems.

14          (3) The United States education system is ex-  
15          periencing an ongoing teacher recruitment, reten-  
16          tion, and shortage crisis. According to a National  
17          Education Association survey in January of 2022,  
18          55 percent of all teachers, 62 percent of Black  
19          teachers, and 59 percent of Hispanic or Latino edu-  
20          cators said they were more likely to retire early or  
21          leave the profession.

22          (4) In the same survey, 74 percent of teachers  
23          report having to fill in for colleagues or take on  
24          other duties due to staff shortages, while 90 percent  
25          of respondents pointed out that teacher burnout is

1 becoming a very serious issue. As a Nation, we face  
2 the possibilities of vacancies and educator burnout  
3 being exacerbated by educator shortages.

4 (5) An analysis by the Economic Policy Insti-  
5 tute of teacher turnover data suggests that low sala-  
6 ries, lack of professional development opportunities,  
7 and a difficult school climate, including lack of  
8 teacher input into school policy, are common factors  
9 behind teachers leaving the workforce.

10 (6) According to a report by Teach Plus and  
11 the Education Trust, teachers of color, who, on aver-  
12 age experience higher turnover rates, report that  
13 they have considered leaving the profession because  
14 they lack agency, autonomy in decision making, and  
15 opportunities for leadership.

16 (7) Studies show that all students benefit from  
17 having racially diverse teachers. These benefits are  
18 magnified for students of color, who experience im-  
19 proved academic performance, higher graduation  
20 rates, and increased interest in pursuing higher edu-  
21 cation.

22 (8) Teachers of color are under-represented in  
23 schools, with only 20 percent of the teacher work-  
24 force identifying as people of color versus over 50  
25 percent of public school students. Teachers of color

1 are also more likely to teach in schools that serve a  
2 high proportion of students of color, in schools that  
3 are under-resourced, and in schools that have higher  
4 overall teacher turnover rates.

5 (9) Studies show that there is a positive link  
6 between professional leadership opportunities, job  
7 satisfaction, and retention of classroom teachers,  
8 and that compensation for teachers' added leader-  
9 ship responsibilities increases teacher retention.

10 (10) In a Gates Foundation Survey, only 12  
11 percent of all teachers surveyed reported receiving  
12 consistent job-embedded mentorship and professional  
13 development from veteran teachers, despite multiple  
14 studies showing that consistent mentorship improves  
15 student learning.

16 (11) The New Teacher Project found that only  
17 26 percent of high-performing teachers agreed that  
18 their school leadership identified opportunities or  
19 clear paths for teacher leadership roles.

20 (12) According to a report by Teach Plus and  
21 the Education Trust, teachers' investment in their  
22 schools and their likelihood of retention is greater  
23 where opportunities exist to innovate and advocate  
24 on behalf of students, especially when a teacher acts

1 in partnership with school and district administra-  
2 tion to address student and teacher needs.

3 (13) Structured leadership programs are an ef-  
4 fective way to help combat the nationwide teacher  
5 shortage and improve teacher retention by empow-  
6 ering teachers and establishing formal peer  
7 mentorships between effective and experienced teach-  
8 ers and those just entering the profession, which  
9 also leads to academic and socio-emotional benefits  
10 for students.

11 (14) Federal policies are needed to encourage  
12 and fund the establishment of structured leadership  
13 programs at public schools, especially in high-need  
14 schools and school districts.

15 **SEC. 3. TEACHER LEADERSHIP GRANT PROGRAM.**

16 (a) DEFINITIONS.—In this section:

17 (1) ESEA TERMS.—The terms “educational  
18 service agency”, “elementary school”, “local edu-  
19 cational agency”, “paraprofessional”, “school lead-  
20 er”, “secondary school”, and “Secretary” have the  
21 meanings given such terms in section 8101 of the  
22 Elementary and Secondary Education Act of 1965  
23 (20 U.S.C.7801).

24 (2) DISTRIBUTED LEADERSHIP.—The term  
25 “distributed leadership” means a range of ap-

1 proaches wherein the school leadership shares as-  
2 pects of the traditional set of school decisions, orga-  
3 nization, management, and operations with teachers  
4 in a manner that is coordinated, agreed to, and led  
5 by the teachers and school leadership.

6 (3) ELIGIBLE ENTITY.—The term “eligible enti-  
7 ty” means—

8 (A) a local educational agency or edu-  
9 cational service agency;

10 (B) a consortium of local educational agen-  
11 cies or educational service agencies; or

12 (C) a partnership between a local edu-  
13 cational agency or educational service agency  
14 and—

15 (i) a nonprofit organization with dem-  
16 onstrated expertise in teacher leadership  
17 programs, as determined by the Secretary;

18 (ii) a State educational agency in the  
19 same State as the local educational agency  
20 or educational service agency with dem-  
21 onstrated capacity in supporting teacher  
22 leadership programs, as determined by the  
23 Secretary;

24 (iii) an institution of higher education  
25 (as defined in section 101 of the Higher

1 Education Act of 1965 (20 U.S.C. 1001)  
2 that awards postsecondary teacher certifi-  
3 cates or degrees and has a demonstrated  
4 capacity in supporting teacher leadership  
5 programs or teacher diversity, as deter-  
6 mined by the Secretary; or

7 (iv) a Minority-Serving Institution,  
8 Tribal College or University, or Histori-  
9 cally Black College or University.

10 (4) HIGH-NEED EDUCATIONAL SERVICE AGEN-  
11 CY OR CONSORTIUM OF HIGH-NEED EDUCATIONAL  
12 SERVICE AGENCIES.—The term “high-need edu-  
13 cational service agency or consortium of high-need  
14 educational service agencies” means an educational  
15 service agency or consortium of educational service  
16 agencies in which each educational service agency  
17 has a census poverty rate of not less than 20 per-  
18 cent.

19 (5) HIGH-NEED LOCAL EDUCATIONAL AGENCY  
20 OR CONSORTIUM OF HIGH-NEED LOCAL EDU-  
21 CATIONAL AGENCIES.—The term “high-need local  
22 educational agency or consortium of high-need local  
23 educational agencies” means a local educational  
24 agency or consortium of local educational agencies in

1       which each local educational agency has a census  
2       poverty rate of not less than 20 percent.

3           (6)   MINORITY-SERVING    INSTITUTION.—The  
4       term “Minority-Serving Institution” means— any of  
5       the following:

6           (A) An Alaska Native-serving institution,  
7       as that term is defined in section 317(b) of the  
8       Higher Education Act of 1965 (20 U.S.C.  
9       1059d(b)).

10          (B) A Native Hawaiian-serving institution,  
11       as that term is defined in section 317(b) of the  
12       Higher Education Act of 1965 (20 U.S.C.  
13       1059d(b)).

14          (C) A Hispanic-serving institution, as that  
15       term is defined in section 502(a) of the Higher  
16       Education Act of 1965 (20 U.S.C. 1101a(a)).

17          (D) A Predominantly Black institution, as  
18       that term is defined in section 371(c) of the  
19       Higher Education Act of 1965 (20 U.S.C.  
20       1067q(e)).

21          (E) An Asian American and Native Amer-  
22       ican Pacific Islander-serving institution, as that  
23       term is defined in section 320(b) of the Higher  
24       Education Act of 1965 (20 U.S.C. 1059g(b)).



1 (F) A Native American-serving, nontribal  
2 institution, as that term is defined in section  
3 319(b) of the Higher Education Act of 1965  
4 (20 U.S.C. 1059f(b)).

5 (7) TRIBAL COLLEGE OR UNIVERSITY.—The  
6 term “Tribal College or University” has the meaning  
7 given the term as defined in section 316(b)(3) of the  
8 Higher Education Act of 1965 (20 U.S.C.  
9 1059e(b)(3)).

10 (8) HISTORICALLY BLACK COLLEGE OR UNI-  
11 VERSITY.—The term “Historically Black College or  
12 University” has the meaning given the term “part B  
13 institution” in section 322 of the Higher Education  
14 Act of 1965 (20 U.S.C. 1061).

15 (9) TEACHER LEADER.—The term “teacher  
16 leader” means a teacher who is selected to partici-  
17 pate in the teacher leadership program under this  
18 section.

19 (b) PROGRAM AUTHORIZED.—

20 (1) IN GENERAL.—The Secretary shall award  
21 grants, on a competitive basis, to eligible entities to  
22 carry out teacher leadership programs.

23 (2) RESERVATIONS.—From the total amount  
24 appropriated to carry out this section for a fiscal  
25 year, the Secretary—

1 (A) shall reserve not less than 5 percent to  
2 carry out subsection (h);

3 (B) may reserve not more than—

4 (i) 3 percent to provide technical as-  
5 sistance to, and support the capacity build-  
6 ing of, the programs assisted under this  
7 section; and

8 (ii) 0.5 percent to complete required  
9 reporting under this section; and

10 (C) may reserve not more than 3.5 percent  
11 to award planning grants to eligible entities in  
12 order to assist those eligible entities in devel-  
13 oping a program proposal in accordance with  
14 subsection (i).

15 (3) GRANT PERIOD.—The Secretary shall make  
16 grant awards for not more than 3 years and may ex-  
17 tend grant awards for not more than 2 additional  
18 years if the grantee is making progress in achieving  
19 program objectives.

20 (c) APPLICATION.—

21 (1) IN GENERAL.—An eligible entity desiring a  
22 grant under this section shall submit an application  
23 to the Secretary at such time, in such manner, and  
24 containing such information as the Secretary may  
25 require, including—

1 (A) the program proposal described in  
2 paragraph (2); and

3 (B) the data reporting requirement agree-  
4 ment described in paragraph (3).

5 (2) PROGRAM PROPOSAL.—The program pro-  
6 posal required under this subsection shall include the  
7 following:

8 (A) PROGRAM PLAN.—A plan to establish  
9 a teacher leadership program that includes not  
10 less than 1 of the following:

11 (i) A description of how the eligible  
12 entity will ensure that the program offers  
13 time and structures for shared decision  
14 making, distributed leadership, common  
15 planning, and collaboration between teach-  
16 er leaders and school leaders.

17 (ii) A description of how the eligible  
18 entity will ensure that the program in-  
19 cludes the participation of teacher leaders  
20 in goal setting, professional learning, or  
21 collaboration with content experts, school  
22 leadership, colleagues, or leadership of an  
23 eligible entity, with respect to—

24 (I) strategic planning or develop-  
25 ment at the school level and the level

1 of the eligible entity, including plan-  
2 ning and development relating to  
3 school climate, community engage-  
4 ment, teacher professional develop-  
5 ment and mentorship, and student  
6 growth; or

7 (II) implementing practices to  
8 support children's social, emotional,  
9 and cognitive learning, such as—

10 (aa) planning the design of  
11 and organizing the physical  
12 space, organizational structure,  
13 wraparound services, and culture  
14 of schools to support positive,  
15 healthy, and developmentally ap-  
16 propriate relationships among  
17 members of the school and com-  
18 munity;

19 (bb) creating multi-tiered  
20 and integrated systems of sup-  
21 port to address student academic  
22 and non-academic needs; or

23 (cc) creating and fostering  
24 safe and inclusive learning envi-  
25 ronments that enable authentic,

1 culturally and linguistically re-  
2 sponsive learning in identity-safe  
3 settings.

4 (iii) A description of how the eligible  
5 entity will ensure that teacher leaders re-  
6 ceive training and support to improve skills  
7 related to acting as instructional leaders,  
8 coaches, mentors, or facilitators of profes-  
9 sional learning.

10 (B) PROGRAM REQUIREMENTS.—A de-  
11 scription of how the eligible entity will meet  
12 each of the following program requirements:

13 (i) Ensuring all teachers with at least  
14 3 years of full-time teaching experience  
15 that maintain their roles as classroom in-  
16 structors and are employed by the partici-  
17 pating schools served by the eligible entity  
18 may apply to participate in such program  
19 as teacher leaders.

20 (ii) Providing the selection criteria for  
21 program participation to all eligible teach-  
22 ers described in clause (i), which will in-  
23 clude selection based on an eligible teach-  
24 er's demonstrated ability in carrying out  
25 five of the eight criteria in subsection

1 (c)(2)(B)(ii)(I-VIII) and a commitment to  
2 growth in other criteria where they do not  
3 have a demonstrated ability—

4 (I) carrying out leadership re-  
5 sponsibilities while maintaining a role  
6 as a classroom instructor;

7 (II) focusing on improving or ad-  
8 vancing the vision, goals, and prior-  
9 ities of the eligible entity that employs  
10 such teacher using evidence-,  
11 research- and practice-based data;

12 (III) collecting and analyzing  
13 data of student academic and social-  
14 emotional outcomes or teacher profes-  
15 sional outcomes and taking actions to  
16 improve student outcomes, teacher  
17 outcomes or professional learning in-  
18 formed by such data;

19 (IV) facilitating collaborative, evi-  
20 dence-, research- and practice-based,  
21 and sustained professional learning  
22 with peers, including mentorship and  
23 instruction leadership, that lead to im-  
24 provements in teaching efficacy, pro-  
25 fessional outcomes or student aca-

1           demic achievement and social-emo-  
2           tional learning;

3                   (V) analyzing socioeconomic, cul-  
4           tural, and historical contexts of stu-  
5           dents, their communities, and the eli-  
6           gible entity, including existing peda-  
7           gogy, school policies, and school-based  
8           outreach to families and community  
9           organizations to create learning envi-  
10          ronments that are more inclusive of  
11          and responsive to student and teacher  
12          needs, cultures, ethnicities, languages,  
13          gender and sexual orientations, and  
14          socioeconomic statuses;

15                   (VI) implementing and evalu-  
16          ating strategies aimed at addressing  
17          areas of demonstrated need in the  
18          school at which the teacher is em-  
19          ployed, including increasing wrap-  
20          around services, academic supports,  
21          family engagement, and community-  
22          based services;

23                   (VII) supporting teachers to ef-  
24          fectively serve students with disabil-  
25          ities, English learners, and students

1 who are linguistically, racially, and  
2 culturally diverse, economically dis-  
3 advantaged, or historically underrep-  
4 resented to increase their academic  
5 achievement or social-emotional learn-  
6 ing; and

7 (VIII) using, customizing, or de-  
8 veloping lesson materials and instruc-  
9 tional resources to meet the unique  
10 needs of students and the eligible enti-  
11 ty to further students' academic  
12 achievement and social-emotional  
13 learning.

14 (iii) Ensuring that all teachers and  
15 paraprofessionals employed by the partici-  
16 pating schools served by the eligible entity  
17 are eligible to participate in programming  
18 led by a teacher leader, when applicable.

19 (iv) Providing monetary compensation  
20 to teacher leaders who participate in such  
21 program for the additional responsibilities  
22 that are directly related to the teacher  
23 leadership program.

24 (v) Allowing the monetary compensa-  
25 tion described in clause (iv) to be sub-



1                   stituted for paid time off or satisfaction of  
2                   a contract requirement—

3                   (I) at the request of the teacher  
4                   leader receiving such compensation;  
5                   and

6                   (II) with the authorization and  
7                   agreement of the eligible entity that  
8                   serves the elementary or secondary  
9                   school at which such teacher leader is  
10                  employed.

11                 (vi) Requiring teacher leaders to sup-  
12                 port their own development and profes-  
13                 sional growth by evaluating themselves and  
14                 each other using evidence-, research- and  
15                 practice-based rubrics.

16                 (vii) Consulting with other teachers  
17                 when developing and implementing the  
18                 program as described in (c)(2)(B).

19                 (C) SUPPLEMENTAL MATERIALS.—A de-  
20                 scription of the following:

21                 (i) How the eligible entity will develop  
22                 and implement the use of evidence-,  
23                 practice- or research-based rubrics that  
24                 teacher leaders will be using for the self-

1 evaluations described in subparagraph  
2 (B)(vi).

3 (ii) How grant funds will be spent, in-  
4 cluding if and how other Federal, State,  
5 Tribal and local funding sources may be  
6 used to supplement grant funds in order to  
7 meet the requirements of the teacher lead-  
8 ership program.

9 (iii) How the eligible entity will con-  
10 tinue the teacher leadership activities as-  
11 sisted under the grant after the grant pe-  
12 riod ends.

13 (3) DATA REPORTING REQUIREMENT.—Each el-  
14 igible entity applying for a grant under this section  
15 shall include in such application an assurance that  
16 the eligible entity will comply with reporting require-  
17 ments of the Institute of Education Sciences relating  
18 to the reports required under this section.

19 (d) PRIORITY.—In awarding grants under this sec-  
20 tion, the Secretary shall give priority to—

21 (1) eligible entities that are or that include—

22 (A) a high-need educational service agency  
23 or consortium of high-need educational service  
24 agencies;

1 (B) a high-need local educational agency or  
2 consortium of high-need local educational agen-  
3 cies;

4 (C) local educational agencies that receive  
5 basic support payments under section  
6 7003(b)(1) of the Elementary and Secondary  
7 Education Act (20 U.S.C. 7703(b)(1));

8 (D) Indian Tribes, Tribal educational de-  
9 partments or agencies, or Tribal educational or-  
10 ganizations with a successful track record in  
11 supporting teacher leadership programs or ad-  
12 vancing teacher diversity; or

13 (E) Native Hawaiian community-based or-  
14 ganizations or Native Hawaiian educational or-  
15 ganizations (as those terms are defined in sec-  
16 tion 6207 of the Elementary and Secondary  
17 Education Act of 1965 (20 U.S.C. 7517)) or  
18 Alaska Native organizations (as defined in sec-  
19 tion 6306 of such Act (20 U.S.C. 7546));

20 (2) eligible entities that are or that include local  
21 educational agencies or educational service agencies  
22 with a teacher turnover rate that is above the na-  
23 tional average;

24 (3) eligible entities that are or that include local  
25 educational agencies or educational service agencies

1 that demonstrate in their program proposal under  
2 subsection (b)(2) a plan to recruit, retain, and train  
3 teacher leaders who are individuals from underrep-  
4 resented populations in the teaching profession; and  
5 (4) eligible entities described in subsection  
6 (a)(3)(C) that include a partner who has a success-  
7 ful track record in supporting teacher leadership  
8 programs and advancing teacher diversity, such as a  
9 Historically Black College or University, a Tribal  
10 College or University, or a Minority-Serving Institu-  
11 tion.

12 (e) USES OF FUNDS.—

13 (1) IN GENERAL.—An eligible entity awarded a  
14 grant under this section shall use—

15 (A) not more than 5 percent of such grant  
16 funds for administrative expenses; and

17 (B) not less than 95 percent of such grant  
18 funds to implement the program proposal de-  
19 scribed in subsection (c)(2) and, at the eligible  
20 entity's option, carry out activities described in  
21 paragraph (2).

22 (2) PERMISSIVE USES OF FUNDS.—In addition  
23 to implementing the program proposal under sub-  
24 section (c)(2), an eligible entity awarded a grant

1 under this section may use such grant funds to fa-  
2 cilitate—

3 (A) collaboration between program partici-  
4 pants;

5 (B) instructional materials development; or

6 (C) the reallocation of work hours for  
7 teacher leaders between classroom responsibil-  
8 ities and responsibilities as a teacher leader.

9 (f) REGULATIONS.—The Secretary shall prescribe  
10 such regulations as may be necessary to carry out this  
11 section, including with respect to the evidence-, research-  
12 and practice-based rubrics and standards described in sub-  
13 section (c)(2)(B)(vi).

14 (g) REPORTS AND EVALUATION.—

15 (1) REPORTS TO THE SECRETARY.—Not later  
16 than 1 year after receiving a grant under this sec-  
17 tion, and annually thereafter for the duration of the  
18 grant period, an eligible entity shall submit to the  
19 Secretary all information necessary for the evalua-  
20 tion described in paragraph (2).

21 (2) EVALUATION.—Using the information re-  
22 ported by eligible entities, the Secretary, acting  
23 through the Director of the Institute of Education  
24 Sciences shall carry out an independent evaluation  
25 measuring the effectiveness of the activities carried

1 out under grants awarded under this section, includ-  
2 ing information about whether participating eligible  
3 entities experience greater teacher retention than  
4 non-participants. The evaluation shall include the  
5 following information, disaggregated by race, eth-  
6 nicity, and gender:

7 (A) With respect to all teachers employed  
8 by a local educational agency or educational  
9 service agency that is, or is part of, an eligible  
10 entity—

11 (i) the 3-year retention rate,  
12 disaggregated by—

13 (I) teachers who are in their first  
14 year of teaching; and

15 (II) teachers who were hired by  
16 such eligible entity in the same school  
17 year as one another;

18 (ii) the 5-year retention rate,  
19 disaggregated by—

20 (I) teachers who are in their first  
21 year of teaching; and

22 (II) teachers who were hired by  
23 such eligible entity in the same school  
24 year as one another; and

1 (iii) the employment status of teach-  
2 ers who were hired by such eligible entity,  
3 in the same school year in which such eligi-  
4 ble entity received a grant under this sec-  
5 tion.

6 (B) With respect to each teacher leader  
7 participating in a program established using  
8 such grant funds, the following:

9 (i) The number of years of teaching  
10 experience such teacher leader had at the  
11 time of program participation.

12 (ii) Whether such teacher leader is  
13 employed by such eligible entity at the  
14 time of the report.

15 (iii) If such teacher leader is not em-  
16 ployed by such eligible entity, the reason  
17 for leaving.

18 (iv) The year in which such teacher  
19 leader was first employed as a teacher.

20 (3) PUBLICATION.—The aggregated data sub-  
21 mitted under paragraph (1) and the results of the  
22 evaluation under paragraph (2) shall be made pub-  
23 licly available on the website of the Department of  
24 Education, except that such publically available data

1 and results shall not reveal personally identifiable in-  
2 formation.

3 (4) REPORTS TO CONGRESS.—Not later than 3  
4 years after the date of the enactment of this Act, the  
5 Secretary shall submit to the Committee on Health,  
6 Education, Labor, and Pensions of the Senate, the  
7 Committee on Education and Labor of the House of  
8 Representatives, and the Committee on Indian Af-  
9 fairs of the Senate a summary report of the prelimi-  
10 nary results and impact of the teacher leadership  
11 program. The Secretary shall submit to such com-  
12 mittees an annual report of the results and impact  
13 of the teacher leadership program for each year of  
14 the grant thereafter.

15 (h) BUREAU OF INDIAN EDUCATION TEACHER  
16 LEADERSHIP PROGRAMS.—

17 (1) IN GENERAL.—The Secretary, in coordina-  
18 tion with the Secretary of the Interior, shall—

19 (A) develop and implement a teacher lead-  
20 ership program plan for Bureau schools (as de-  
21 fined in section 1141 of the Education Amend-  
22 ments of 1978 (25 U.S.C. 2021)); and

23 (B) award grants to Bureau-funded  
24 schools described in subparagraphs (B) and (C)



1 of section 1141(3) of the Education Amend-  
2 ments of 1978 (25 U.S.C. 2021(3)).

3 (2) SPECIAL RULE.—The Secretary, in con-  
4 sultation with the Secretary of the Interior and In-  
5 dian Tribes, may waive any requirement under this  
6 section or prescribe an alternative or substantially  
7 similar requirement if the Secretary finds that the  
8 waiver or alternative requirement is necessary for  
9 the effective delivery and administration of activities  
10 under this section.

11 (i) PLANNING PROPOSAL GRANTS.—

12 (1) IN GENERAL.—The Secretary may award  
13 planning grants to eligible entities to enable those el-  
14 igible entities to develop a program proposal under  
15 subsection (c)(2).

16 (2) APPLICATION.—Each eligible entity that de-  
17 sires a planning grant under this subsection shall  
18 submit an application to the Secretary at such time,  
19 in such manner, and containing such information as  
20 the Secretary may require.

21 (3) DURATION.—A planning grant under this  
22 subsection shall be for a period of not more than 1  
23 year.

24 (j) AUTHORIZATION OF APPROPRIATIONS.—There  
25 are authorized to be appropriated to carry out this section,

- 1 \$400,000,000, for fiscal year 2023, and each of the 4 suc-
- 2 ceeding fiscal years.