

119TH CONGRESS  
2D SESSION

# H. R. 7883

To support the preparation and retention of outstanding educators in all fields to ensure a bright future for children and youth in under-resourced and underserved communities in the United States, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

MARCH 9, 2026

Ms. STEVENS (for herself and Mrs. HAYES) introduced the following bill;  
which was referred to the Committee on Education and Workforce

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## A BILL

To support the preparation and retention of outstanding educators in all fields to ensure a bright future for children and youth in under-resourced and underserved communities in the United States, 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 “Addressing Teacher  
5 Shortages Act of 2026”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

1           (1) Currently, there are not enough teachers to  
2       meet the demand for teachers in all locations and in  
3       all fields, creating a teacher shortage. The teacher  
4       shortage is a result of growing student enrollment,  
5       shrinking pupil-teacher ratios, declining enrollment  
6       in teacher preparation programs, and high levels of  
7       attrition from the field. Teacher shortages are par-  
8       ticularly acute in rural schools and in certain subject  
9       areas, such as the fields of STEM, special education,  
10      and English as a second language. Additionally,  
11      there is a lack of racial diversity in the teaching  
12      workforce.

13           (2) Rural schools serve 18 percent of all stu-  
14      dents in the United States, including over 9,000,000  
15      students in rural public elementary and secondary  
16      schools. More than 40 percent of all small, rural  
17      local educational agencies in the United States  
18      struggle with adequately staffing their schools.  
19      These personnel shortages include difficulties both in  
20      recruiting and retaining educators. Shortages are es-  
21      pecially pronounced in special education and STEM  
22      fields, when compared to urban teacher labor mar-  
23      kets.

24           (3) Rural communities face unique challenges  
25      in recruiting and retaining teachers for reasons such

1 as funding, limited teacher supply, and geographic  
2 isolation. Rural schools often experience difficulty  
3 hiring and high turnover due to inadequate re-  
4 sources, lower salaries, and poor working conditions.

5 (4) The demand for teachers is going unmet in  
6 some subject areas more so than others. In 2017–  
7 2018, 48 States reported shortages in mathematics,  
8 46 in special education, 43 in science, 41 in foreign  
9 language, and 31 in English as a second language.

10 (5) Although the share of teachers of color has  
11 been increasing, there is a gap in racial diversity be-  
12 tween teachers of color who comprise 20 percent of  
13 the teacher workforce and students of color who ac-  
14 count for 50 percent of students.

15 (6) Data from the 2015–2016 National Teacher  
16 and Principal Survey show that millennial teachers  
17 are less likely to be racially diverse than the previous  
18 generation of Generation X teachers, suggesting that  
19 racial diversity in the teaching workforce could be  
20 declining in the future.

21 (7) Research shows that better prepared teach-  
22 ers stay longer in the profession and are more effec-  
23 tive in improving student achievement. For example,  
24 an analysis of the nationally representative Schools  
25 and Staffing Survey found that new recruits who

1 had a semester or more of practice teaching prior to  
2 employment were more than 3 times less likely to  
3 leave teaching after a year than those who had no  
4 practice teaching.

5 (8) Data from the 2012–2013 Schools and  
6 Staffing Survey show that the attrition rate for  
7 teachers is approximately 8 percent. It was higher  
8 for rural teachers, at 8.4 percent, than for suburban  
9 and urban teachers, at 7.3 and 7.9 percent, respec-  
10 tively. This high attrition rate is costly for local edu-  
11 cational agencies, with the savings of replacing high-  
12 er-earning, more experienced teachers mitigated by  
13 replacement costs.

14 (9) High-quality mentoring and induction pro-  
15 grams can offer support to teacher candidates and  
16 novice teachers throughout the teacher preparation  
17 and school placement experience, improving the like-  
18 lihood that they will complete the training and cer-  
19 tification process and remain in the profession. Evi-  
20 dence-based mentoring and induction programs have  
21 been shown to increase retention, accelerate the pro-  
22 fessional learning of novice teachers, and improve  
23 student achievement.

24 (10) Teacher residencies create long-term bene-  
25 fits for local educational agencies, schools, and stu-

1       dents. Research suggests that residencies bring  
2       greater gender and racial diversity into the teaching  
3       workforce and have significantly higher retention  
4       rates for graduates than traditional preparation pro-  
5       grams.

6               (11) Grow Your Own teacher preparation mod-  
7       els provide a promising solution for hard-to-staff  
8       schools, such as those in rural communities. These  
9       models help to recruit graduates of local schools and  
10      members of the school’s community into the teach-  
11      ing profession.

12 **SEC. 3. DEFINITIONS.**

13      In this Act:

14               (1) GENERAL ESEA DEFINITIONS.—The terms  
15      “dual or concurrent enrollment program”, “elemen-  
16      tary school”, “local educational agency”, and “sec-  
17      ondary school” have the meanings given the terms  
18      in section 8101 of the Elementary and Secondary  
19      Education Act of 1965 (20 U.S.C. 7801).

20               (2) 2+2 PROGRAM.—The term “2+2 program”  
21      means a partnership between a junior or community  
22      college, as defined in section 312 of the Higher Edu-  
23      cation Act of 1965 (20 U.S.C. 1058), and a 4-year  
24      degree-granting institution of higher education in  
25      which teacher candidates can begin teacher prepara-

tion in the junior or community college and fully transfer their credits to the 4-year institution of higher education, where the students complete their teacher preparation.

(3) CERTIFIED TEACHER.—The term “certified teacher” means an individual who possesses a document certifying that the individual has met the full requirements of a State for employment as a teacher in the public schools of that State.

(4) ELIGIBLE ENTITY.—The term “eligible entity” means a local educational agency (including an entity described in subparagraph (B), (C), (D), or (E) of section 8101(30) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801(30))) or a consortium of such agencies.

(5) GROW YOUR OWN PROGRAM.—The term “Grow Your Own program” means a program that works to recruit graduates of local schools and members of the school’s community into the teaching profession of a school.

(6) HISTORICALLY BLACK COLLEGE OR UNIVERSITY.—The term “historically Black college or university” has the meaning given the term “part B institution” under section 322 of the Higher Education Act of 1965 (20 U.S.C. 1061).

1           (7) INDUCTION PROGRAM.—The term “induc-  
2           tion program” has the meaning given the term in  
3           section 200(14) of the Higher Education Act of  
4           1965 (20 U.S.C. 1021(14)), except that—

5                   (A) the high-quality and structured teacher  
6                   mentoring component described in subpara-  
7                   graph (A) of such section shall be led by a  
8                   qualified mentor who teaches in the same or  
9                   similar field, grade, or subject as the mentee;

10                   (B) the opportunities for new teachers de-  
11                   scribed in subparagraph (D) of such section  
12                   shall include opportunities for observation of,  
13                   and feedback from, teacher mentors, faculty,  
14                   and researchers;

15                   (C) the faculty included in the program, as  
16                   described in subparagraph (F) of such section,  
17                   shall also model personalized instruction;

18                   (D) the interdisciplinary collaboration de-  
19                   scribed in subparagraph (G) of such section  
20                   shall include preparation regarding the develop-  
21                   ment, analysis, and use of formative, interim,  
22                   and summative assessments;

23                   (E) the assistance provided under subpara-  
24                   graph (H) of such section with respect to stu-  
25                   dent achievement data shall also include assist-

ance with understanding classroom engagement data (such as attendance and discipline rates and other measures of school climate), and with understanding the applicability of both types of data to classroom instruction and design; and

(F) the observation and evaluation opportunities under subparagraph (I) of such section shall be conducted in order to inform efforts to support new teachers and improve their practice.

(8) INSTITUTION OF HIGHER EDUCATION.—The term “institution of higher education” has the meaning given the term in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)).

(9) QUALIFIED MENTOR TEACHER.—The term “qualified mentor teacher” means an educator who—

(A) meets a minimum set of qualification standards based in part on State-determined measures of teacher effectiveness; and

(B) is selected by the grantee to—

(i) host a teacher candidate mentee during clinical practice or residency in the classroom of the educator during a teacher preparation program, or provide induction



1 support to a newly certified teacher mentee  
2 during the first 2 years of employment  
3 after completion of a teacher preparation  
4 program (including clinical practice);

5 (ii) provide support for a teacher can-  
6 didate mentee during clinical practice or a  
7 teacher residency program, or a beginning  
8 teacher mentee during an induction pro-  
9 gram, including information on the re-  
10 sources and support based at the school  
11 and the local educational agency serving  
12 the school;

13 (iii) establish a role model relationship  
14 for a mentee;

15 (iv) observe the mentee's teaching  
16 methods in classroom settings and be ob-  
17 served modeling best practices;

18 (v) provide mentoring to a mentee  
19 teaching in the same field, grade, or sub-  
20 ject; and

21 (vi) promote empirically based prac-  
22 tice of, and scientifically valid research on,  
23 where applicable—

24 (I) teaching and learning;

1 (II) assessment of student learn-  
2 ing;

3 (III) the development of teaching  
4 skills through the use of instructional  
5 and behavioral interventions; and

6 (IV) the improvement of the ca-  
7 pacity of the mentees to create inclu-  
8 sive learning environments and meas-  
9 urably advance student learning  
10 among diverse learners.

11 (10) RURAL AREA.—The term “rural area” has  
12 the meaning given the term in section 343(a)(13)(A)  
13 of the Consolidated Farm and Rural Development  
14 Act (7 U.S.C. 1991(a)(13)(A)).

15 (11) RURAL SCHOOL DISTRICT.—The term  
16 “rural school district” means a school district that  
17 serves one or more schools located in a rural area.

18 (12) SECRETARY.—The term “Secretary”  
19 means the Secretary of Education.

20 (13) STEM.—The term “STEM” means  
21 science, technology, engineering, and mathematics.

22 (14) TEACHING RESIDENCY PROGRAM.—The  
23 term “teaching residency program” has the meaning  
24 given the term in section 200 of the Higher Edu-  
25 cation Act of 1965 (20 U.S.C. 1021), except that

1 such term shall not include the requirement that the  
2 prospective teacher acquire a master's degree prior  
3 to completion of the program, but instead shall earn  
4 a bachelor's or a master's degree prior to completion  
5 of the program.

6 **SEC. 4. ADDRESSING TEACHER SHORTAGES PROGRAM.**

7 (a) ADDRESSING TEACHER SHORTAGES PROGRAM  
8 ESTABLISHED.—

9 (1) GRANTS AUTHORIZED.—

10 (A) IN GENERAL.—From amounts made  
11 available to carry out this Act, the Secretary  
12 shall establish an Addressing Teacher Short-  
13 ages Program, through which the Secretary  
14 shall award grants, on a competitive basis, to  
15 eligible entities to enable the eligible entities to  
16 carry out activities described in subsection (d)  
17 in continuous consultation with the schools  
18 served by the eligible entity.

19 (B) PLANNING GRANTS.—Notwithstanding  
20 subparagraph (A), the Secretary may use funds  
21 made available under this section, and not re-  
22 quired for purposes of subsection (c)(2), to  
23 award, on a competitive basis, 1-year planning  
24 grants to eligible entities that have not received  
25 grants under subparagraph (A), to assist with

1 the costs of preparing and submitting an appli-  
2 cation under subsection (b).

3 (2) DURATION.—A grant awarded under para-  
4 graph (1)(A)—

5 (A) shall be for a period of at least 5  
6 years; and

7 (B) may be renewed if the eligible entity  
8 demonstrates sufficient positive outcomes as de-  
9 scribed in section 5 and evidence of potential  
10 for continued success in achieving the goals of  
11 the initial grant.

12 (3) ADMINISTRATION OF PROGRAM.—The au-  
13 thority to administer the Addressing Teacher Short-  
14 ages Program under this Act may not be transferred  
15 to another Federal department or agency.

16 (b) APPLICATION.—

17 (1) IN GENERAL.—An eligible entity desiring a  
18 grant under subsection (a)(1)(A) shall submit an ap-  
19 plication to the Secretary at such time, in such man-  
20 ner, and containing such information as the Sec-  
21 retary may require.

22 (2) CONTENTS.—An application submitted  
23 under paragraph (1) shall—

1 (A) describe the selected activities de-  
2 scribed in subsection (d) for which assistance  
3 under this section is sought;

4 (B) include a description of the evaluation  
5 plan required under section 5;

6 (C) provide such additional assurances as  
7 the Secretary determines to be essential to en-  
8 sure compliance with the requirements of this  
9 Act; and

10 (D) if seeking support for a teaching resi-  
11 dency program, demonstrate that the institution  
12 of higher education that is a partner in the eli-  
13 gible entity is approved to prepare candidates  
14 for State teaching licensure or certification.

15 (c) AWARD BASIS.—

16 (1) IN GENERAL.—The Secretary shall deter-  
17 mine the minimum number, and the dollar amount,  
18 of grants provided under this section based on the  
19 amount made available under section 7.

20 (2) AWARD BASIS.—In awarding grants under  
21 this section, the Secretary shall—

22 (A) reserve 5 percent of the grant funds  
23 available to carry out this section for the Sec-  
24 retary of the Interior, to enable the Secretary  
25 of the Interior to carry out the purposes of this

1 Act in schools supported by the Bureau of In-  
2 dian Education; and

3 (B) use, from the amount remaining after  
4 the application of subparagraph (A) and to the  
5 extent practicable based on the applications re-  
6 ceived under subsection (b)—

7 (i) not less than 25 percent of the re-  
8 maining amount to address teacher short-  
9 age challenges in local educational agencies  
10 serving rural areas;

11 (ii) not less than 25 percent of the re-  
12 maining amount to address shortages in  
13 high-need subject areas; and

14 (iii) not less than 25 percent of the  
15 grant funds available to diversify the  
16 teaching workforce.

17 (3) PRIORITY.—

18 (A) IN GENERAL.—Subject to subpara-  
19 graph (B), in evaluating applications for grants  
20 under subsection (a)(1)(A), the Secretary shall  
21 provide a competitive priority for applications  
22 proposing programs that will—

23 (i) address the shortages described in  
24 clauses (i) and (ii) of paragraph (2)(B);  
25 and

1 (ii) include partnerships with minor-  
2 ity-serving institutions, such as historically  
3 Black colleges and universities, Hispanic-  
4 serving institutions (as defined in section  
5 502 of the Higher Education Act of 1965  
6 (20 U.S.C. 1101a)), or Tribal Colleges and  
7 Universities (as defined in section 316 of  
8 such Act (20 U.S.C. 1059c)).

9 (B) PRIORITY FOR TEACHING RESIDENCY  
10 AND GROW YOUR OWN PROGRAMS.—In review-  
11 ing applications for grants under subsection  
12 (a)(1)(A) that propose to cover costs associated  
13 with teaching residency programs or Grow Your  
14 Own programs, the Secretary shall provide a  
15 competitive priority to eligible entities that pro-  
16 pose to carry out a program designed to pre-  
17 pare, for teaching licensure or certification, in-  
18 dividuals who, as of the date of the individuals'  
19 application or acceptance into the program—

20 (i) are employed by a local educational  
21 agency participating in the eligible entity  
22 as a paraprofessional, substitute teacher,  
23 or other employee of the school community;  
24 and

1 (ii) have been so employed for not less  
2 than 3 years.

3 (d) USE OF FUNDS.—A recipient of a grant under  
4 subsection (a)(1)(A) shall use grant funds for not less  
5 than one of the following activities:

6 (1) Establishing or expanding teaching resi-  
7 dency programs, which may include covering—

8 (A) all or part of a resident’s tuition in ex-  
9 change for a commitment to teach in the com-  
10 munity for a minimum of 3 years;

11 (B) resident salaries;

12 (C) mentor teacher incentives;

13 (D) facilities or infrastructure for a dis-  
14 tance learning classroom within the school for  
15 onsite coursework and practical learning; and

16 (E) any other purpose that the Secretary  
17 determines appropriate.

18 (2) Establishing or expanding a teacher mentor  
19 program, which may include providing a training  
20 program or endorsement for school-based mentor  
21 teachers.

22 (3) Establishing or expanding a Grow Your  
23 Own program.

24 (4) Establishing or expanding a 2+2 program.



1           (5) Establishing or expanding a program at an  
2           institution of higher education that encourages stu-  
3           dents majoring in STEM fields to take courses in  
4           education.

5           (6) Establishing or expanding teacher prepara-  
6           tion pathways in secondary schools.

7           (7) Establishing or expanding other evidence-  
8           based strategies to increase teacher retention and  
9           support teachers, including—

10                   (A) increasing access to, and the effective  
11                   use of, technology for the purpose of providing  
12                   professional development to educators in rural  
13                   or remote areas;

14                   (B) supporting teachers in fulfilling addi-  
15                   tional credit requirements needed for a teacher  
16                   to—

17                           (i) become licensed or certified in ad-  
18                           ditional subject areas;

19                           (ii) earn an additional qualification or  
20                           licensure or certification endorsement that  
21                           meets a specific need of the school in  
22                           which the teacher is employed;

23                           (iii) earn additional qualifications to  
24                           obtain National Board Certification; or

1 (iv) qualify to teach Advanced Place-  
2 ment, International Baccalaureate, or dual  
3 or concurrent enrollment programs;

4 (C) providing opportunities for career ad-  
5 vancement that offer increased pay for teachers  
6 who demonstrate expertise and take on addi-  
7 tional leadership roles;

8 (D) establishing induction programs for  
9 novice teachers during their first 2 years in the  
10 profession;

11 (E)(i) providing tuition assistance, a sti-  
12 pend, or a housing allowance during student  
13 teaching to student teachers participating in the  
14 program who commit to teaching placements  
15 that would address any of the shortages de-  
16 scribed in clause (i) or (ii) of subsection  
17 (c)(2)(B); and

18 (ii) if the eligible entity chooses to do so,  
19 and only after assisting student teachers under  
20 clause (i), providing a stipend or housing allow-  
21 ance to teachers in their first or second year of  
22 teaching who commit to teaching placements  
23 that would address any of the shortages de-  
24 scribed in clause (i) or (ii) of subsection  
25 (c)(2)(B); or

1 (F) providing professional development for  
2 school administrators focusing on teacher lead-  
3 ership or teacher retention.

4 (e) MATCHING FUNDS.—

5 (1) IN GENERAL.—An eligible entity that re-  
6 ceives a grant under subsection (a)(1)(A) shall pro-  
7 vide, toward the cost of the activities assisted under  
8 the grant and from non-Federal sources, an amount  
9 equal to or greater than the amount of the grant,  
10 subject to paragraph (2).

11 (2) REDUCTION OR WAIVER OF MATCHING  
12 FUNDS.—If the Secretary determines necessary  
13 based on the economic condition of the eligible enti-  
14 ty, the Secretary may—

15 (A) determine that a lesser matching  
16 amount than described in paragraph (1) is re-  
17 quired, based on a sliding scale; or

18 (B) waive the requirements of paragraph  
19 (1).

20 (f) DESIGNATED PERSONNEL FOR UNDER-  
21 RESOURCED APPLICATIONS.—The Secretary shall des-  
22 ignate not less than 1 employee who, during and preceding  
23 the application period for a grant under this Act, will ex-  
24 clusively support under-resourced eligible entities with the

1 preparation of grant applications under subsection  
2 (a)(1)(A).

3 **SEC. 5. EVALUATION AND REPORTING.**

4 (a) EVALUATION.—Each entity submitting an appli-  
5 cation for a grant under section 4(a)(1)(A) shall establish,  
6 and include in such application, an evaluation plan that  
7 includes relevant and measurable performance objectives.  
8 At a minimum, the plan shall include objectives and meas-  
9 ures for—

10 (1) educator retention rates in the first 3 and  
11 5 years for teachers, principals, and other educators  
12 participating in the program supported under the  
13 grant;

14 (2)(A) pass rates and scaled scores for initial  
15 State licensure or certification of teachers for par-  
16 ticipating teachers; or

17 (B) pass rates and average scores on valid and  
18 reliable teacher performance assessments for partici-  
19 pating teachers;

20 (3) the number of participating teachers, prin-  
21 cipals, and other educators who are hired by the  
22 high-need local educational agency;

23 (4) the percentage of participating teachers,  
24 principals, and other educators who are members of  
25 underrepresented groups;

1           (5) the percentage of participating teachers who  
2       teach high-need fields or academic subject areas  
3       such as STEM fields, language instruction edu-  
4       cational programs for limited English proficient stu-  
5       dents, and special education; and

6           (6) the percentage of participating teachers and  
7       other educators who teach in high-need schools,  
8       disaggregated by the elementary school and sec-  
9       ondary school levels.

10       (b) REPORTING.—

11           (1) ELIGIBLE ENTITY REPORTS.—

12                (A) IN GENERAL.—At the end of the third  
13       year and the fifth year of a grant awarded  
14       under section 4(a)(1)(A), each eligible entity re-  
15       ceiving such grant shall prepare and submit to  
16       the Secretary a report regarding the program  
17       carried out under this Act, including the pro-  
18       gram’s performance with respect to the objec-  
19       tives and measures described in subsection (a).

20                (B) ADDITIONAL REPORTS.—In the case of  
21       an eligible entity whose grant under section  
22       4(a)(1)(A) was renewed or was for an initial pe-  
23       riod of more than 5 years, the eligible entity  
24       shall submit a report described in subparagraph  
25       (A) on an annual basis for each year of the re-

1 newal or each year after the fifth year of the  
2 grant, respectively.

3 (2) SECRETARY REPORTS.—By not later than 2  
4 years after the date of enactment of this Act, and  
5 every 2 years thereafter, the Secretary shall submit  
6 a report to the Committee on Health, Education,  
7 Labor, and Pensions of the Senate and the Com-  
8 mittee on Education and Labor of the House of  
9 Representatives about the strengths and weaknesses  
10 of the grant program carried out under section 4.

11 **SEC. 6. SENSE OF CONGRESS.**

12 It is the sense of Congress that teaching should be  
13 formally recognized as a career pathway that is part of  
14 career and technical education, as defined in section 3 of  
15 the Carl D. Perkins Career and Technical Education Act  
16 of 2006 (20 U.S.C. 2302), allowing early career pathway  
17 programs in education (especially in STEM education) to  
18 be eligible for funds available through programs that sup-  
19 port career and technical education.

20 **SEC. 7. AUTHORIZATION OF APPROPRIATIONS.**

21 There is authorized to be appropriated to carry out  
22 this Act such sums as may be necessary for each of fiscal  
23 years 2027 through 2032.

○