

116TH CONGRESS
2D SESSION

H. R. 8293

To ensure that Federal work-study funding is available for students enrolled in residency programs for teachers, principals, or school leaders, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 17, 2020

Mr. CROW (for himself, Mrs. HAYES, Mr. RODNEY DAVIS of Illinois, Mrs. TRAHAN, and Mr. TIPTON) introduced the following bill; which was referred to the Committee on Education and Labor

A BILL

To ensure that Federal work-study funding is available for students enrolled in residency programs for teachers, principals, or school leaders, 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 “Teacher, Principal,
5 and Leader Residency Access Act”.

6 **SEC. 2. FINDINGS.**

7 Congress finds the following:

8 (1) Across the United States, local educational
9 agencies and elementary and secondary schools are

1 struggling to meet the growing demand for qualified
2 teachers. In 2017–18, more than 100,000 class-
3 rooms in the United States were staffed by instruc-
4 tors who were unqualified to teach. These class-
5 rooms are disproportionately located in low-income,
6 high-minority schools, although schools of every kind
7 have been affected by a lack of qualified applicants
8 in key subjects including mathematics, special edu-
9 cation, science, world languages, career and tech-
10 nical education, and teachers of English learners.

11 (2) Teacher shortages are in significant part
12 driven by teacher turnover. Research shows that
13 teacher turnover is higher for those who enter the
14 profession without adequate preparation. Teachers
15 who enter the profession through a comprehensive
16 high-quality program with student teaching, formal
17 feedback on their teaching, and multiple courses in
18 student learning, as required in high-quality teach-
19 ing residency programs, are more likely to remain in
20 the profession compared to teachers who enter
21 through a route that lacks these components. Not
22 only are under-prepared teachers less effective on
23 average, they are also 2 to 3 times more likely to
24 leave teaching than fully prepared teachers.

1 (3) Teacher shortages and teacher turnover are
2 costly. Each time a teacher leaves a school, it not
3 only increases demand but also imposes replacement
4 costs on the local educational agency, which range
5 from \$9,000 per teacher in small rural local edu-
6 cational agencies to over \$20,000 in large urban
7 local educational agencies. The national price tag of
8 replacement costs for teachers is over
9 \$8,000,000,000 a year.

10 (4) Teaching residency programs, which recruit
11 candidates to work as paid apprentices to skilled ex-
12 pert teachers while completing highly integrated
13 coursework, have been successful in recruiting tal-
14 ented, diverse candidates into high-need fields and
15 local educational agencies.

16 (5) Research on teaching residency programs
17 show that such programs are effective in bringing
18 more teachers of color into the profession and in
19 preparing such teachers to stay for the long term. In
20 the United States, about 49 percent of individuals in
21 teaching residency programs are students of color,
22 and the same percentage of public school students
23 are people of color, but only 20 percent of teachers
24 are people of color.

1 (6) The teaching residency program model cre-
2 ates long-term benefits for local educational agen-
3 cies, schools, and for the students served by such
4 agencies and schools. Rigorous studies of teaching
5 residency programs have found significantly higher
6 retention rates for graduates of teaching residency
7 programs, addressing one of the primary contribu-
8 tors to teacher shortages, as well as positive evidence
9 about educator effectiveness.

10 (7) A review of teaching residency program
11 evaluations shows that teachers who completed high
12 quality teaching residency programs tend to have
13 higher teaching retention rates over time compared
14 to teachers who did not complete such programs, in-
15 cluding—

16 (A) in San Francisco, where 80 percent of
17 candidates completing a teaching residency pro-
18 gram were still in the classroom after 5 years,
19 compared to 38 percent of candidates who en-
20 tered the classroom through a different route;

21 (B) in Boston, where teaching residents
22 participating in the Boston Teacher Residency
23 program had higher retention rates compared
24 to teachers who were not teaching residents,
25 with 80 percent of residents still teaching in

1 Boston Public schools for a third year, com-
2 pared to 63 percent of teachers who were not
3 teaching residents, and 75 percent of teaching
4 residents still teaching for a fifth year, com-
5 pared to 51 percent of teachers who were not
6 teaching residents;

7 (C) in Tennessee, where 95 percent of
8 Memphis Teacher Residency program partici-
9 pants were still teaching for a third year, com-
10 pared with 41 percent of teachers statewide;
11 and

12 (D) additional studies of teaching resi-
13 dency programs show similarly high retention
14 rates of graduates, ranging from 80 percent to
15 90 percent teaching in the same district after 3
16 years, and 70 percent to 80 percent teaching in
17 the same district after 5 years.

18 (8) According to data from the San Francisco
19 Unified School District, principals find graduates of
20 teaching residency programs to be well prepared,
21 and in many cases to be better prepared than new
22 teachers who were not in teaching residency pro-
23 grams. Research also shows that teaching residents
24 strengthen schools across the country by reducing
25 teacher shortages and providing local educational

1 agencies with a more sustainable educator work-
2 force.

3 (9) In 2019, there were at least 50 teaching
4 residency programs nationwide, which range in size
5 from five to 100 teaching residents per year. Several
6 States, including California, Colorado, Georgia, Illi-
7 nois, Indiana, Louisiana, New Mexico, Pennsylvania,
8 Tennessee, Texas, and West Virginia, are supporting
9 teaching residency programs through regional net-
10 work partnerships that regularly bring together lead-
11 ership from across local educational agencies and
12 preparation programs to share knowledge and de-
13 velop more enduring and reciprocal relationships be-
14 tween such agencies.

15 (10) Teaching residency programs align with
16 the purpose of the Federal Work-Study Program to
17 provide valuable work experience and work related to
18 a student's course of study and intended profession.
19 Further, the Federal Work-Study Program priori-
20 tizes teaching reading based on scientifically-based
21 research on reading, a feature consistent with efforts
22 in teaching residency programs to equip all new
23 teachers, regardless of subject area, with the skills
24 to support reading and literacy skills for all stu-
25 dents.

1 (11) According to a recent report by the George
2 W. Bush Institute on principal talent management,
3 preparing successful principals requires new, com-
4 prehensive approaches by school districts, univer-
5 sities, States, and others who pull together to train
6 and support principals. Thoughtfully designed and
7 implemented principal residency programs can be a
8 powerful piece of this comprehensive and collabo-
9 rative approach to training future educational lead-
10 ership.

11 (12) Residencies for aspiring school principals
12 are a promising approach to initiate principal can-
13 didates into school leadership practice and has be-
14 come a part of some comprehensive principal prepa-
15 ration programs over the past 20 years. Principal
16 residencies reinvent the traditional internship experi-
17 ence, which has often been the capstone experience
18 in principal preparation. Residency immerses prin-
19 cipal candidates in rigorous apprenticeship experi-
20 ences that are designed to advance leadership and
21 management practices, as well as emphasize data
22 analysis, action, reflection, and accountability.

1 **SEC. 3. FEDERAL WORK-STUDY FOR RESIDENCY PRO-**
2 **GRAMS FOR TEACHERS, PRINCIPALS, AND**
3 **OTHER SCHOOL LEADERS.**

4 Section 443 of the Higher Education Act of 1965 (20
5 U.S.C. 1087–53) is amended—

6 (1) in subsection (d)—

7 (A) in the header, by inserting “SCHOOL-
8 BASED” before “TUTORING”;

9 (B) in paragraph (1)—

10 (i) by striking “tutoring in reading”
11 and inserting “school-based activities in-
12 cluding residency programs, tutoring in
13 reading,”; and

14 (ii) by striking subparagraphs (A) and
15 (B) and inserting the following:

16 “(A) employed—

17 “(i) as reading tutors for children who
18 are preschool age or are in elementary
19 school; or

20 “(ii) in family literacy projects; or

21 “(B) serving in a residency program of the
22 institution.”; and

23 (C) in paragraph (2)—

24 (i) in subparagraph (A)(ii), by strik-
25 ing “and” after the semicolon;

1 (ii) in subparagraph (B), by striking
2 the period and inserting “; and”; and

3 (iii) by inserting at the end the fol-
4 lowing new subparagraph:

5 “(C) ensure that any student compensated
6 with the funds described in paragraph (1) who
7 is serving in a residency program receives com-
8 pensation for time spent in training and travel
9 directly related to such residency.”; and

10 (2) by adding the following new subsection at
11 the end:

12 “(f) RESIDENCY PROGRAMS FOR TEACHERS, PRIN-
13 CIPALS, AND OTHER SCHOOL LEADERS.—

14 “(1) USE OF FUNDS.—Funds granted to an in-
15 stitution under this section may be used to support
16 students serving in residency programs, including
17 compensation for time spent in training and travel
18 directly related to such residency.

19 “(2) PRIORITY.—An institution shall—

20 “(A) give priority to students who are serv-
21 ing in a residency program and who have been
22 determined to be eligible for a Federal Pell
23 Grant under section 401; and

24 “(B) ensure that any student compensated
25 with the funds described in paragraph (1) for

1 a residency program receives appropriate train-
2 ing to acquire teaching skills (as such term is
3 defined in section 200) or school leader skills
4 (as defined in this section).

5 “(3) FEDERAL SHARE.—The Federal share of
6 the compensation of work-study students com-
7 pensated under this subsection may exceed 75 per-
8 cent.

9 “(4) DEFINITIONS.—In this section:

10 “(A) RESIDENCY PROGRAM.—The term
11 ‘residency program’ means a school-based edu-
12 cator preparation program in which a prospec-
13 tive teacher, principal, or other school leader—

14 “(i) for 1 academic year, works along-
15 side a mentor teacher, principal, or other
16 school leader who is—

17 “(I) the teacher of record; or

18 “(II) rated as effective or above
19 in the State’s school leader evaluation
20 and support system (as described in
21 section 2101(c)(4)(B)(ii) of the Ele-
22 mentary and Secondary Education
23 Act of 1965 (20 U.S.C.
24 6611(c)(4)(B)(ii))) or, if no such rat-

1 ings are available, on other com-
2 parable indicators of performance;

3 “(ii) receives concurrent instruction
4 during the year described in clause (i)
5 from the institution, which may be courses
6 taught by local educational agency per-
7 sonnel or residency program faculty, in, as
8 applicable—

9 “(I) the teaching of the content
10 area in which the teacher will become
11 certified or licensed;

12 “(II) teaching skills; and

13 “(III) leadership, management,
14 organizational, and school leader skills
15 necessary to serve as a principal or
16 other school leader;

17 “(iii) acquires effective teaching or
18 school leader skills; and

19 “(iv) prior to completion of the pro-
20 gram, attains full State teacher, principal,
21 or school leader certification or licensure,
22 and becomes profession-ready.

23 “(B) PROFESSION-READY.—The term ‘pro-
24 fession-ready’—

1 “(i) when used with respect to a
2 teacher, means a teacher who—

3 “(I) has completed a teacher
4 preparation program and is fully cer-
5 tified and licensed to teach by the
6 State in which the teacher is em-
7 ployed;

8 “(II) has a baccalaureate degree
9 or higher;

10 “(III) has demonstrated content
11 knowledge in the subject or subjects
12 the teacher teaches;

13 “(IV) has demonstrated the abil-
14 ity to work with students who are cul-
15 turally and linguistically diverse;

16 “(V) has demonstrated teaching
17 skills, such as through—

18 “(aa) a teacher performance
19 assessment; or

20 “(bb) other measures of
21 teaching skills, as determined by
22 the State; and

23 “(VI) has demonstrated pro-
24 ficiency with the use of educational
25 technology; and

1 “(ii) when used with respect to a prin-
2 cipal or other school leader, means a prin-
3 cipal or other school leader who—

4 “(I) has an advanced degree, or
5 other appropriate credential;

6 “(II) has completed a principal
7 or other school leader preparation
8 process and is fully certified and li-
9 censed by the State in which the prin-
10 cipal or other school leader is em-
11 ployed;

12 “(III) has demonstrated instruc-
13 tional leadership, including the ability
14 to collect, analyze, and utilize data on
15 evidence of student learning and evi-
16 dence of classroom practice;

17 “(IV) has demonstrated pro-
18 ficiency in professionally recognized
19 leadership standards; and

20 “(V) has demonstrated the ability
21 to work with students who are cul-
22 turally and linguistically diverse.

23 “(C) SCHOOL LEADER.—The term ‘school
24 leader’ has the meaning given the term in sec-

1 tion 8101 of the Elementary and Secondary
2 Education Act of 1965.

3 “(D) SCHOOL LEADER SKILLS.—The term
4 ‘school leader skills’ refers to evidenced-based
5 competencies for principals and other school
6 leaders such as—

7 “(i) shaping a vision of academic suc-
8 cess for all students;

9 “(ii) creating a safe and inclusive
10 learning environment;

11 “(iii) cultivating leadership in others;

12 “(iv) improving instruction; and

13 “(v) managing people, data, and proc-
14 esses to foster school improvement.”.

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