

117TH CONGRESS  
1ST SESSION

# H. R. 3244

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.

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## IN THE HOUSE OF REPRESENTATIVES

MAY 14, 2021

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

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## 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  
20 prioritizes teaching reading based on scientifically-  
21 based research on reading, a feature consistent with  
22 efforts in teaching residency programs to equip all  
23 new teachers, regardless of subject area, with the  
24 skills to support reading and literacy skills for all  
25 students.

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.”.

○