

118TH CONGRESS  
2D SESSION

# H. R. 9005

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

JULY 11, 2024

Mr. CROW (for himself, Mrs. HAYES, Mrs. CHAVEZ-DEREMER, and Mr. FITZPATRICK) introduced the following bill; which was referred to the Committee on Education and the Workforce

---

## 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. A 2023 study found that over 310,000  
3 teaching positions in the United States were staffed  
4 by instructors who were underqualified to teach or  
5 were left entirely vacant.

6 (2) Teacher shortages are disproportionately lo-  
7 cated in low-income, high-minority schools, although  
8 schools of every kind have been affected by a lack  
9 of qualified applicants in key subjects including  
10 mathematics, special education, science, world lan-  
11 guages, career and technical education, and teachers  
12 of English language learners.

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

1       ers more effective on average, they are also half as  
2       likely to leave teaching as under-prepared teachers.

3           (4) Teacher shortages and teacher turnover are  
4       costly. Each time a teacher leaves a school, it not  
5       only increases demand but also imposes replacement  
6       costs on the local educational agency, which range  
7       from \$9,000 per teacher in small rural local edu-  
8       cational agencies to over \$20,000 in large urban  
9       local educational agencies. The national price tag of  
10      replacement costs for teachers is over  
11      \$8,000,000,000 a year.

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

18          (6) Research on teaching residency programs  
19      show that such programs are effective in bringing  
20      more teachers of color into the profession and in  
21      preparing such teachers to stay for the long term.  
22      For the 2022–2023 school year, about 69 percent of  
23      people in teaching residency programs that partner  
24      with the National Center for Teacher Residencies  
25      identify as people of color, which is higher than the

1 21 percent of teachers nationally who identify as  
2 people of color.

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

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

18 (A) in Boston, where teaching residents  
19 participating in the Boston Teacher Residency  
20 program had higher retention rates compared  
21 to teachers who were not teaching residents,  
22 with 80 percent of residents still teaching in  
23 Boston public schools for a third year, com-  
24 pared to 63 percent of teachers who were not  
25 teaching residents, and 75 percent of teaching

1 residents still teaching for a fifth year, com-  
2 pared to 51 percent of teachers who were not  
3 teaching residents;

4 (B) in Tennessee, where 90 percent of  
5 Memphis Teacher Residency program partici-  
6 pants were still teaching for a third year, com-  
7 pared with less than 60 percent of teachers dis-  
8 trict-wide; and

9 (C) additional studies of teaching residency  
10 programs show similarly high retention rates of  
11 graduates, ranging from 80 percent to 90 per-  
12 cent teaching in the same district after 3 years,  
13 and 70 percent to 80 percent teaching in the  
14 same district after 5 years.

15 (9) In 2019, there were at least 50 teaching  
16 residency programs nationwide, which range in size  
17 from five to 100 teaching residents per year. Several  
18 States, including California, Delaware, Mississippi,  
19 Montana, New Mexico, New York, Pennsylvania,  
20 Texas, and West Virginia, are expanding access to  
21 high-quality teaching residency programs through  
22 increased levels of State investment and support.

23 (10) According to data from California, over 75  
24 percent of individuals who completed a teaching resi-  
25 dency program rated themselves as well or very well

1 prepared to meet the State's standards for the  
2 teaching profession. These residents reported receiv-  
3 ing more intensive clinical experiences and supports  
4 and had more positive perceptions of their prepara-  
5 tion than participants in other pathways. Research  
6 also shows that teaching residents strengthen  
7 schools across the country by reducing teacher short-  
8 ages and providing local educational agencies with a  
9 more sustainable educator workforce.

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

21 (12) According to a recent report by the George  
22 W. Bush Institute on principal talent management,  
23 preparing successful principals requires new, com-  
24 prehensive approaches by school districts, univer-  
25 sities, States, and others who pull together to train

1 and support principals. Thoughtfully designed and  
2 implemented principal residency programs can be a  
3 powerful piece of this comprehensive and collabo-  
4 rative approach to training future educational lead-  
5 ership.

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

18 **SEC. 3. FEDERAL WORK-STUDY FOR RESIDENCY PRO-**  
19 **GRAMS FOR TEACHERS, PRINCIPALS, AND**  
20 **OTHER SCHOOL LEADERS.**

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

23 (1) in subsection (d)—

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

1 (B) in paragraph (1)—

2 (i) by striking “tutoring in reading”  
3 and inserting “school-based activities in-  
4 cluding residency programs, tutoring in  
5 reading,”; and

6 (ii) by striking subparagraphs (A) and  
7 (B) and inserting the following:

8 “(A) employed—

9 “(i) as reading tutors for children who  
10 are preschool age or are in elementary  
11 school; or

12 “(ii) in family literacy projects; or

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

15 (C) in paragraph (2)—

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

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

20 (iii) by inserting at the end the fol-  
21 lowing new subparagraph:

22 “(C) ensure that any student compensated  
23 with the funds described in paragraph (1) who  
24 is serving in a residency program receives com-



1           pensation for time spent in training and travel  
2           directly related to such residency.”; and

3           (2) by adding the following new subsection at  
4           the end:

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

7           “(1) USE OF FUNDS.—Funds granted to an in-  
8           stitution under this section may be used to support  
9           students serving in residency programs, including  
10          compensation for time spent in training and travel  
11          directly related to such residency.

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

13                 “(A) give priority to students who are serv-  
14                 ing in a residency program and who have been  
15                 determined to be eligible for a Federal Pell  
16                 Grant under section 401; and

17                 “(B) ensure that any student compensated  
18                 with the funds described in paragraph (1) for  
19                 a residency program receives appropriate train-  
20                 ing to acquire teaching skills (as such term is  
21                 defined in section 200) or school leader skills  
22                 (as defined in this section).

23          “(3) FEDERAL SHARE.—The Federal share of  
24          the compensation of work-study students com-

1        compensated under this subsection may exceed 75 per-  
2        cent.

3            “(4) DEFINITIONS.—In this section:

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

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

11            “(I) the teacher of record; or

12            “(II) rated as effective or above  
13        in the State’s school leader evaluation  
14        and support system (as described in  
15        section 2101(c)(4)(B)(ii) of the Ele-  
16        mentary and Secondary Education  
17        Act of 1965 (20 U.S.C.  
18        6611(c)(4)(B)(ii))) or, if no such rat-  
19        ings are available, on other com-  
20        parable indicators of performance;

21            “(ii) receives concurrent instruction  
22        during the year described in clause (i)  
23        from the institution, which may be courses  
24        taught by local educational agency per-

1 sonnel or residency program faculty, in, as  
2 applicable—

3 “(I) the teaching of the content  
4 area in which the teacher will become  
5 certified or licensed;

6 “(II) teaching skills; and

7 “(III) leadership, management,  
8 organizational, and school leader skills  
9 necessary to serve as a principal or  
10 other school leader;

11 “(iii) acquires effective teaching or  
12 school leader skills; and

13 “(iv) prior to completion of the pro-  
14 gram, attains full State teacher, principal,  
15 or school leader certification or licensure,  
16 and becomes profession-ready.

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

19 “(i) when used with respect to a  
20 teacher, means a teacher who—

21 “(I) has completed a teacher  
22 preparation program and is fully cer-  
23 tified and licensed to teach by the  
24 State in which the teacher is em-  
25 ployed;

1 “(II) has a baccalaureate degree  
2 or higher;

3 “(III) has demonstrated content  
4 knowledge in the subject or subjects  
5 the teacher teaches;

6 “(IV) has demonstrated the abil-  
7 ity to work with students who are cul-  
8 turally and linguistically diverse;

9 “(V) has demonstrated teaching  
10 skills, such as through—

11 “(aa) a teacher performance  
12 assessment; or

13 “(bb) other measures of  
14 teaching skills, as determined by  
15 the State; and

16 “(VI) has demonstrated pro-  
17 ficiency with the use of educational  
18 technology; and

19 “(ii) when used with respect to a prin-  
20 cipal or other school leader, means a prin-  
21 cipal or other school leader who—

22 “(I) has an advanced degree, or  
23 other appropriate credential;

24 “(II) has completed a principal  
25 or other school leader preparation

1 process and is fully certified and li-  
2 censed by the State in which the prin-  
3 cipal or other school leader is em-  
4 ployed;

5 “(III) has demonstrated instruc-  
6 tional leadership, including the ability  
7 to collect, analyze, and utilize data on  
8 evidence of student learning and evi-  
9 dence of classroom practice;

10 “(IV) has demonstrated pro-  
11 ficiency in professionally recognized  
12 leadership standards; and

13 “(V) has demonstrated the ability  
14 to work with students who are cul-  
15 turally and linguistically diverse.

16 “(C) SCHOOL LEADER.—The term ‘school  
17 leader’ has the meaning given the term in sec-  
18 tion 8101 of the Elementary and Secondary  
19 Education Act of 1965.

20 “(D) SCHOOL LEADER SKILLS.—The term  
21 ‘school leader skills’ refers to evidenced-based  
22 competencies for principals and other school  
23 leaders such as—

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

1                   “(ii) creating a safe and inclusive  
2 learning environment;  
3                   “(iii) cultivating leadership in others;  
4                   “(iv) improving instruction; and  
5                   “(v) managing people, data, and proc-  
6 esses to foster school improvement.”.

○