

117TH CONGRESS
1ST SESSION

S. 3171

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 SENATE OF THE UNITED STATES

NOVEMBER 4, 2021

Mr. KENNEDY introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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 schools and secondary

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

12 (2) Teacher shortages are in significant part
13 driven by teacher turnover. Research shows that
14 teacher turnover is higher for those who enter the
15 profession without adequate preparation. Teachers
16 who enter the profession through a comprehensive,
17 high-quality program with student teaching, formal
18 feedback on their teaching, and multiple courses in
19 student learning, as required in high-quality teach-
20 ing residency programs, are more likely to remain in
21 the profession compared to teachers who enter
22 through a route that lacks these components. Not
23 only are under-prepared teachers less effective on
24 average, they are also 2 to 3 times more likely to
25 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 more than \$20,000 in large,
7 urban local educational agencies. The national price
8 tag of replacement costs for teachers is more than
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 shows 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; and

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 (8) Additional studies of teaching residency pro-
12 grams show similarly high retention rates of grad-
13 uates, ranging from 80 percent to 90 percent teach-
14 ing in the same district after 3 years, and 70 per-
15 cent to 80 percent teaching in the same district after
16 5 years.

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

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

3 (10) In 2019, there were at least 50 teaching
4 residency programs nationwide, each of which range
5 in size from 5 to 100 teaching residents per year.
6 Several States, including California, Colorado, Geor-
7 gia, Illinois, Indiana, Louisiana, New Mexico, Penn-
8 sylvania, Tennessee, Texas, and West Virginia, are
9 supporting teaching residency programs through re-
10 gional network partnerships that regularly bring to-
11 gether leadership from across local educational agen-
12 cies and preparation programs to share knowledge
13 and develop more enduring and reciprocal relation-
14 ships between such agencies.

15 (11) 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 (12) 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 (13) Residencies for aspiring school principals
12 are a promising approach to initiate principal can-
13 didates into school leadership practice and have 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 adding at the end the fol-
 4 lowing:

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 at the end the following:

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

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

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

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

23 “(B) ensure that any student compensated
 24 with the funds described in paragraph (1) for
 25 a residency program receives appropriate train-

1 ing to acquire teaching skills or school leader
2 skills.

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

7 “(4) DEFINITIONS.—In this subsection:

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

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

15 “(I) the teacher of record; or

16 “(II) rated as effective or above
17 in the State’s school leader evaluation
18 and support system (as described in
19 section 2101(c)(4)(B)(ii) of the Ele-
20 mentary and Secondary Education
21 Act of 1965) or, if no such ratings are
22 available, on other comparable indica-
23 tors of performance;

24 “(ii) receives concurrent instruction
25 during the year described in clause (i)

from the institution, which may be courses taught by local educational agency personnel or residency program faculty, in, as applicable—

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

“(II) teaching skills; and

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

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

“(iv) prior to completion of the program, attains full State teacher, principal, or school leader certification or licensure, and becomes profession-ready.

“(B) PROFESSION-READY.—The term ‘profession-ready’—

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

“(I) has completed a teacher preparation program and is fully certified and licensed to teach by the

1 State in which the teacher is em-
 2 ployed;

3 “(II) has a baccalaureate degree
 4 or higher;

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

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

11 “(V) has demonstrated teaching
 12 skills, such as through—

13 “(aa) a teacher performance
 14 assessment; or

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

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

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

24 “(I) has an advanced degree, or
 25 other appropriate credential;

1 “(II) has completed a principal
 2 or other school leader preparation
 3 process and is fully certified and li-
 4 censed by the State in which the prin-
 5 cipal or other school leader is em-
 6 ployed;

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

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

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

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

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

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

3 “(ii) creating a safe and inclusive
4 learning environment;

5 “(iii) cultivating leadership in others;

6 “(iv) improving instruction; and

7 “(v) managing people, data, and proc-
8 esses to foster school improvement.

9 “(E) TEACHING SKILLS.—The term
10 ‘teaching skills’ has the meaning given the term
11 in section 200.”.

