

\$9 Billion Investment in a Diverse and Well-Prepared Educator Workforce is Well-Targeted to Meet Longstanding Inequities

Program	Program Description	Beneficiary
<p>TEACH Grant Program</p>	<ul style="list-style-type: none"> • The TEACH Grant program is a federal teacher service scholarship that provides scholarships of up to \$4,000 per year to undergraduate and graduate students who commit to teaching a high-need subject in a high-poverty school for four years within an eight-year period. • The Biden-Harris administration’s <i>American Families Plan</i> updates the nations’ teacher service scholarship program by doubling the TEACH Grant award amount, reforming its loan conversion penalty, and fully including early childhood education educators (ECE). The assumed cost is \$1.3 billion. • A strong coalition of civil rights and education groups supports these asks (along with the full \$9 billion request) and has additional asks, including ending the automatic yearly cuts and eliminating (instead of reforming) the loan conversion penalty. 	<p>Beneficiaries: (1) K-12 students from low-income backgrounds, students of color, students with disabilities, English language learners, and other historically underserved students who have had inequitable access to well-prepared, diverse, effective, and experienced educators. (2) Postsecondary students from low-income backgrounds and students of color who have less resources than their white peers.</p> <p>The following designs of the TEACH Grant program in law and existing inequities undergird these facts.</p> <p><i>Teach Grant Program Structure in Law:</i></p> <ul style="list-style-type: none"> • Postsecondary student recipients (prospective educators) must commit to teach a high-need subject (as defined in law and by states and local districts) in a high-need school (more than 30% low-income students). <u>for four-years within an eight-year period.</u> • Aid to students cannot exceed their cost of attendance (as defined in the Higher Education Act (HEA)) and is limited to tuition and fees. Aid can only be used for room and board if the accommodations are owned by the college/university. <p><i>Longstanding Inequities:</i></p> <ul style="list-style-type: none"> • Civil rights data show that students of color and students from low-income families are disproportionately served by uncertified and inexperienced teachers. TEACH allows candidates to afford comprehensive preparation that enables them to be fully prepared and teach in high-need schools for the long-haul. • Teachers earn 30% less than their similarly credentialed peers. High-need districts have even fewer resources in which to compensate teachers. By lowering or eliminating student loan debt, the TEACH Grant effectively raises salaries.

		<ul style="list-style-type: none"> ● Debt is a barrier to entering the profession; one that is higher for prospective teachers of color. For example, white families have the highest expected family contribution on the FASFA when compared to families of color. ● Black undergraduates graduate with \$7,400 more in debt than white students, a gap that quadruples over 12 years, with Black graduates owing \$43,000 more than white graduates. ● Districts serving low-income students and high concentrations of students of color face higher turnover. A key to stemming turnover, is comprehensive preparation for teachers, as alternatively certified teachers turnover at a rate that is 25% higher than traditionally prepared teachers. ● Teacher turnover costs districts across the country more than \$8 billion a year. The cost can run as high as \$20,000 per teacher in urban districts.
Teacher Quality Partnership (TQP)	<ul style="list-style-type: none"> ● The Teacher Quality Partnership (TQP) program provides grants to partnerships between institutions of higher education and high-need school districts and/or high-need early education programs to support comprehensive preparation for educators that will serve in high-need schools and high-need early education programs. ● The Biden-Harris administration’s <i>American Families Plan</i> allocates \$2.8 billion over ten years to the Teacher Quality Partnership program to expand teacher residency programs and Grow Your Own (GYO) programs. 	<p>Beneficiaries: (1) Pre K-12 students from low-income backgrounds, students of color, English language learners, students with disabilities, and other historically underserved students who have had inequitable access to well-prepared, diverse, effective, and experienced educators. (2) Postsecondary students from low-income backgrounds and students of color who due to systemic inequities have less resources than their white peers.</p> <p>The following designs of the TQP program in law and existing inequities undergird these facts.</p> <p><i>Teacher Quality Partnership Program Structure in Law:</i></p> <ul style="list-style-type: none"> ● TQP is specifically designed to partner educator preparation programs with high-need schools districts and high-need schools. In order to be eligible for a grant, an “eligible partnership” must consist of a high-need local educational agency(ies) or a high-need early education program and an institution of higher education (IHE) with a demonstrated record of success in preparing educators (Sections 200 (10), (11), and (17) of HEA).

- High-need educational agency(ies) are local educational agencies (LEAs) that serve students in concentrated poverty or students in very rural schools **and** have high-levels of uncertified teachers or high-levels of turnover. ([Section 200\(10\) of HEA](#)).
- High-need school is a school that is either (1) in the highest quartile of schools serving low-income families in an LEA or (2) an elementary school where more than 60% of students are eligible for free or reduced priced lunch (FRPL) or a middle or high school where more than 45% of students are eligible for FRPL. ([Section 200\(11\) of HEA](#))
- **Teacher residencies** funded under TQP require participants to engage in rigorous student-teaching experience in a high-need school. ([Section 202\(e\)\(A\)](#)).
- Residents receive one-year stipends. In return, they must teach for three years in the high-need school in the LEA they trained in or another high-need school outside of the LEA. ([Section 202\(e\)\(C\)](#)).
- If residents fail to complete this service requirement, they must pay back these funds. These funds are then repurposed to support current residents. ([Section 202\(e\)\(C\)](#)).
- Teacher residencies are required to develop admissions goals, which can include prospective teachers underrepresented in education (people of color) or those who reflect the communities they will teach in. ([Section 202\(\(e\)\(A\)\(vi\)\(II\)](#)).
- **Grow Your Own Programs**, as designed by the House Education and Labor bill, would be tied to TQP program requirements, including the requirements of an “eligible partnership.”
- Prospective educators would be required to have a year-long student teaching experience in a high-need school before becoming a teacher of record. ([Section 202\(d\)\(2\)\(A\)](#)).
- Programs must train prospective educators in the high-need schools that are part of the LEAs they expect to work in. ([E&L Build Back Better Act, Sec. 20006 \(b\), pg 21](#)).

Augustus F. Hawkins Centers of Excellence

- The Augustus F. Hawkins Centers of Excellence program is specifically designed to support and expand comprehensive educator preparation programs at minority-serving institutions (MSIs) and provide students at these institutions with the ability to afford preparation through financial aid.
- Yet, despite these colleges and universities integral contributions to a strong and diverse teacher pipeline, the program has never been funded since its creation in the last Higher Education Act reauthorization in 2008.
- The Biden-Harris administration’s *American Families Plan* invests \$400 million in the [Hawkins Centers of Excellence](#) program over ten years to support comprehensive educator preparation at Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and other MSIs.

Beneficiaries: (1) Postsecondary students from low-income backgrounds and postsecondary students at HBCUs, TCUs, and MSIs, many of whom are people of color. (2) K-12 students from low-income backgrounds, students of color, students with disabilities, English language learners, and other historically underserved students who have had inequitable access to well-prepared, diverse, effective, and experienced educators.

The following designs of the Hawkins Centers of Excellence program in law and existing inequities undergird these facts.

Hawkins Centers of Excellence in Statute:

- To be eligible for a grant under the Hawkins program an institution of higher education must be an HBCU, TCU, or another MSI.
- MSIs, other than HBCUs and TCUs, must meet financial criteria in addition to serving a certain percentage of students of color to be recognized as an MSI. By and large, this financial criterion is tied to or similar to the criteria for the “Strengthening Institutions Program” of HEA ([section 312\(b\)](#)). This criterion is (1) serving a student population that has high financial need (at least 50% of students receiving financial aid or a high number of Pell Grant recipients compared to other institutions) and (2) have low average educational and general expenditures compared to other institutions. (see HEA “eligibility entity” definitions for Title III programs that are not HBCUs and TCUs and Title V criteria).
- “HBCUs and TCUs [were established](#) with the purpose of providing access to higher education for a specific racial minority group.” However, as discussed below, HBCUs and TCUs serve high percentages of low-income students.
- Grants under this section can be used to award scholarships to prospective educators to afford educator preparation, however, scholarships must be based on financial need. ([Section 242\(4\) of HEA](#)).

Longstanding Inequities:

		<ul style="list-style-type: none"> ● It is estimated that minority-serving institutions educate roughly 40% of students from historically underrepresented groups. ● On average, over 65% and 50% of students enrolled at public-four year HBCUs and HSIs receive a federal Pell Grant, respectively, compared to approximately 33% of students at a public four-year non-MSI. ● HSIs only receive 68 cents for every dollar in federal resources per student than all other colleges and universities. ● HBCUs have less institutional resources per student than predominantly white institutions (PWIs) due to lower endowments, lower alumni donations, and state disinvestment. ● TCUs are located on reservations that face high rates of unemployment and poverty. In fact, a majority of TCUs are public institutions, yet states are not required to fund them.
<p>Individuals with Disabilities Education Act (IDEA), Part D’s personnel preparation program (IDEA-D-PP)</p>	<ul style="list-style-type: none"> ● IDEA-D-PP is specifically designed to address our country’s chronic special educator shortage by investing in comprehensive educator preparation programs focused on preparing special educators, specialized instructional support personnel, and postsecondary faculty that support their training. ● It is important to note that the well-known IDEA Part B program - the state grant program - cannot be used to prepare new special educators. ● The Biden-Harris administration’s <i>American Families Plan</i> provides \$900 million over ten years to the Individuals with Disabilities Education Act (IDEA), Part D’s personnel preparation program to support the comprehensive preparation of special education teachers. 	<p>Beneficiaries: (1) 7.7 million children with disabilities from ages 0-21 who receive special education services or 14% of public school students. (2) Special educators who provide critical supports to students with disabilities. (3) Teacher coaches trained in literacy, social and emotional development, and mental health that provide critical supports to teachers and diverse learners.</p> <p>Most funds under IDEA-D-PP are used to provide direct financial support to special education candidates as they pursue their degrees, thus enabling low-income candidates to afford degrees in special education and leave their programs with little to no college debt.</p> <p>Candidates that receive service scholarships must provide two years of special education service for every year of aid. Failure to serve results in the repayment of scholarship awards (Section 662(h)).</p> <p>The following designs of the IDEA-D-PP in law and existing inequities undergird these facts.</p> <p><i>IDEA-D-PP in Statute:</i></p>

- IDEA is a civil rights law designed to ensure educational equity for infants, toddlers, children, and youth with disabilities. IDEA-D-PP is specifically designed to ensure that we have the educator workforce necessary to fulfill this civil rights obligation.
- An eligible entity includes a state educational agency (SEA), an LEA in an outlying area, or an Indian tribe or tribal organization. ([Full list in Section 661\(b\)\(1\) of IDEA](#)).
- The program authorizes competitive grants to eligible entities for targeted needs in the following – personnel development, beginning special educators, personnel to serve children with low incidence disabilities, and leadership personnel. ([Sections 662\(b\)\(2\), 662\(b\)\(3\), 662\(c\), and 662\(d\)](#)).
- In awarding grants, the Secretary of Education must take into consideration the personnel needs identified by the State(s). ([Sections 662\(e\)\(2\) and \(f\)](#)).
- In awarding grants, the Secretary may give priority to IHEs that successfully prepare individuals with disabilities and those that are underrepresented in education. ([Section\(f\)\(3\)](#)).
- For personnel development, the Secretary must award grants that do one or more of the following equity-focused activities (among others): (1) assisting existing or developing personnel preparation activities, which include working in high-need schools or a schools operated by the Bureau of Indian Education, (2) developing models for recruitment to reduce teacher shortages, especially for individuals with disabilities and those underrepresented in the education profession, (3) providing continuous training and professional development to ensure retention of special education and general education teachers and personnel, (4) supporting instructional leadership of principals and superintendents, (5) supporting IHEs with minority enrollment of at least 25% that prepare special educators, (6) developing programs that train special education teachers to gain expertise in autism spectrum disorders, or (7) supporting and improving the qualifications of paraprofessionals and other personnel who work with children with disabilities. ([Section 662\(b\)\(2\)](#)).

- For preparing beginning special educators, the Secretary must support at least one of the following: (1) preparation programs with extended clinical learning (which research shows is a strong component of high-quality preparation); and/or (2) teacher-faculty partnerships between IHEs and LEAs with high proportions of low-income students or academically struggling schools. ([Section 662\(b\)\(3\)](#)).
- [Section 662\(c\)](#) is specifically designed to support the preparation and training of personnel to provide service to children with low incidence disabilities, including English language learners.
- [Section 662\(d\)](#) supports the preparation of leaders, including faculty, researchers, principals, supervisors and other whose work effect the provision of special education services.
- The Biden-Harris administration [plan](#) reserves funds for programs training teachers to address the needs of children with high-incidence disabilities, such as learning disabilities and emotional or behavioral disabilities, with a priority for HBCUs and MSIs, as well as programs with a history of placing well-qualified teachers and service providers in high-need school districts.

Longstanding Inequities:

- There are state-identified needs for adequate numbers of fully certified personnel to serve children with disabilities. At least [48 states and the District of Columbia](#) have shortages in special education teachers.
- In schools with the greatest concentration of students of color, special education teachers [are 80% more likely](#) to turn over than in schools with the lowest concentration of students of color.
- IDEA Part D funds can be invested in community colleges to support associate degree programs in early childhood, which would grow the pipeline of IDEA Part C and Preschool service providers, and to support the development of career ladder programs for currently employed paraprofessionals to obtain full teaching certification and licensure.
- IDEA Part D can also reduce affordability barriers for prospective educators and leaders in special education (Listen to Dr. Willis’ story about the impact of IDEA Part D on her work as an educator [here](#).)

		<ul style="list-style-type: none"> ● These investments are critical for supporting the proposed expansion in ECE programs and to grow and maintain the diversify of the ECE the workforce, as research suggests that recruiting paraprofessionals to earn full certifications can fill shortages and diversify the workforce.
Credentialing	<ul style="list-style-type: none"> ● “Answer the Call – Supporting In-Demand Credentials for Teachers” is a new program proposal from the Biden-Harris administration’s <i>American Families Plan</i>. ● Their proposal creates a \$1.6 billion fund to help teachers earn certifications in high-demand subjects and in certifications that are associated with greater effectiveness. 	<p>Beneficiaries: (1) K-12 students from low-income backgrounds, students of color, English language learners, students with disabilities, and other historically underserved students who have had inequitable access to well-prepared, diverse, effective, and experienced educators. (2) Teachers who are unable to afford additional certifications.</p> <p>The following designs of the Answer the Call program and existing inequities undergird these facts.</p> <p><i>“Answer the Call – Supporting In-Demand Credentials for Teachers” Structure:</i></p> <ul style="list-style-type: none"> ● Provide opportunities for teachers to receive additional certifications focused on the shortage areas of special education, bilingual education, and STEM fields. Funds can also be used for other certifications that enhance teacher effectiveness. ● Priority for public school teachers with at least two years of teaching experience at schools with high populations of low-income students or schools with significant teacher shortages. <p><i>Longstanding Inequities:</i></p> <ul style="list-style-type: none"> ● Before the pandemic, schools throughout the country faced shortages of 100,000 certified teachers. ● In the 2017-2018 school year, nearly every state reported shortages in high-need fields like special education and the STEM fields. ● Schools with high enrollments of students of color were four times as likely to employ uncertified teachers as were schools with low enrollment of students of color. ● According to the National Center on Education Statistics, 36% of Title I schools have at least one hard-to-fill subject area. ● Many districts respond to shortage conditions by hiring teachers with substandard credentials or permits – that is, teachers who have not yet

		<p>completed the subject matter and teacher preparation requirements for a full credential.</p> <ul style="list-style-type: none"> • Despite the benefits of having fully certified teachers in high-need subjects and with advanced certification, the cost of certification (nearly \$2,000 per candidate for advanced certification like National Board) can serve as a barrier for teachers who are willing to work to earn these certifications • Recent research demonstrates that National Board Certified Teacher (NBCT) mentors accelerated student learning gains of mentees' students by over six months compared to students of novice teachers mentored by non-NBCTs.
<p>Teacher Leadership</p>	<ul style="list-style-type: none"> • “Expanding Opportunities for Teacher Leadership and Development” is a new program proposal from the Biden-Harris administration’s <i>American Families Plan</i>. • Their proposal invests \$2 billion over ten years in teacher leadership so expert educators can make even greater impacts. • Note that the House Education and Labor Committee did not fund this program and instead provided funding for a principal program. A coalition of organizations support investments in both teacher and principal leadership. 	<p>Beneficiaries: (1) Experienced teachers serving in high-need school districts would be offered opportunities to serve as leaders by mentoring and coaching new teachers. (2) K-12 students from low-income backgrounds, students of color, students with disabilities, and other historically underserved students who have had inequitable access to well-prepared, diverse, effective, and experienced educators, who would benefit from experienced teachers staying in high-need schools and more effective new teachers that benefit from the guidance of expert teachers.</p> <p>The following designs of the Expanding Opportunities for Teacher Leadership and Development program and existing inequities undergird these facts.</p> <p><i>“Expanding Opportunities for Teacher Leadership and Development” Structure:</i></p> <ul style="list-style-type: none"> • Dedicated funding targeted to SEAs and high-poverty LEAs would allow teachers to have greater impact in their schools and be compensated for additional responsibilities. • Funds could be used for high-quality teacher mentorship programs, job-embedded coaching, and teacher leadership areas like social and emotional learning, evidence-based decision making, and family engagement. <p><i>Longstanding Inequities:</i></p>

		<ul style="list-style-type: none"> ● In schools with high enrollments of students of color, one in six teachers is at the start of their career, compared to one in every 10 teachers in schools with low enrollment of students of color. ● In schools of concentrated poverty, teacher turnover is 50% higher than in wealthier schools. ● High-quality induction and mentorship programs for new teachers results in higher retention. Retaining qualified and well-supported teachers has an overall positive link to student achievement and outcomes. ● Research shows that opportunities for experienced teachers to serve as leaders through high-quality teacher mentorship leads to decreases in teacher turnover.
Principal Leadership	<ul style="list-style-type: none"> ● The House Education and Labor Committee bill proposed investing \$198 million over four years to support principals through the Elementary and Secondary Education Act’s School Leader Recruitment and Support program (SLRSP). (E&L Build Back Better Act, Sec. 20008, pg 24). ● SLRSP provides grants to high-need local education agencies to support innovative programs to recruit, train, and mentor school principals and assistant principals. 	<p>Beneficiaries: (1) K-12 students from low-income backgrounds, students of color, students with disabilities, and other historically underserved students who have had inequitable access to well-prepared, diverse, effective, experienced educators, and welcoming, affirming, and well-functioning schools. (2) Aspiring or current principals and other school leaders who have not had the preparation or support to be effective leaders. (3) New and experienced educators who have not had adequate support from principals or other school leaders or whose effectiveness has been stymied because of principal turnover.</p> <p><i>School Leader Recruitment and Support Program in Statute:</i></p> <ul style="list-style-type: none"> ● The program authorizes competitive grant awards of up to five years in duration to eligible entities to improve recruitment, preparation, support, and retention of principals and other school leaders in high-need schools. (Section 2243(a) of ESEA). ● The purpose of SLRSP is to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools (Section 2243(a) of ESEA). ● A “high-need school” is a school that is either (1) an elementary school with 50% or more of students are from families with incomes below the poverty line or (2) a secondary school with 40% or more students from families with incomes below the poverty line. (Section 2243(f)(2)).

		<ul style="list-style-type: none"> ● The Secretary must give priority to applicants with a record of preparing or developing principals that (A) have improved school-level student outcomes; (B) have become principals in high-need schools; and (C) remain principals in high-need schools for multiple years; and whose programs will use evidenced based practices. (Section 2243(e)) ● There is a cost-sharing component in that an eligible entity that receives a grant must provide at least 25% in funding from non-federal sources. <p><i>Longstanding Inequities:</i></p> <ul style="list-style-type: none"> ● Principal turnover is a serious issue across the country. A 2017 national survey of public school principals found that, overall, approximately 18% of principals had left their position since the year before. In high-poverty schools, the turnover rate was 21% ● There are clear links between effective principals and student outcomes like increased academic achievement and reduced absenteeism and teacher outcomes like reduced turnover and improved working conditions. ● Past research has identified five main reasons principals leave their jobs: inadequate preparation and professional development, poor working conditions, insufficient salaries, lack of decision-making authority, and ineffective accountability policies.
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