

November 8, 2022

Member of Congress
Washington, DC

Dear Representative/Senator:

We write to strongly encourage you to cosponsor the EDUCATORS for America Act (S 3360/HR 6205), which would invest in and revitalize federal educator preparation programs. These programs are critical to addressing the shortage of profession-ready, fully licensed teachers in our nation's classrooms.

Unfortunately, for at least the past decade, we have not invested in the educator workforce as needed particularly in high need subjects like math, science, special education, world language and bilingual education, as well as English language instruction. The numbers are stark. There were an estimated 100,000 classrooms in 2018 staffed by instructors who did not complete some type of educator preparation program (Learning Policy Institute) and despite the increased need for PK-12 teachers the number of students completing bachelor's degrees in education has been in decline over the last two decades (AACTE). The pandemic has contributed to the [shortage](#), which has impacted [every state](#).

If the United States is going to continue to have the world's largest, most innovative, and diverse economy, we must have a workforce that can match it. The EDUCATORS for America Act ensures that our students are taught by fully licensed teachers, allowing them to realize their full academic potential and develop the skills needed to succeed in tomorrow's economy. Specifically, the legislation would:

Authorize \$500 million annually for grants to support states in developing and implementing a statewide strategy for meeting their educator workforce needs, including ensuring an inclusive and equitable workforce that supports the recruitment, preparation, and retention of populations that are underrepresented in the field of education. This includes teachers of color, first generation college students, and teachers with disabilities.

- Authorize \$500 million annually to support educator preparation programs and partnerships including:
- Updating and expanding the Teacher Quality Partnership Grant Program to focus on residency programs, strengthen the principal and school leader preparation programs, and enable partnerships to address the need for early childhood educators, school librarians, counselors, and other specialized support personnel.
 - Reauthorizing the Honorable Augustus F. Hawkins Centers of Excellence Program to support Historically Black Colleges and Universities and Minority-serving institutions in expanding and strengthening their educator preparation programs.
 - Providing recruitment and completion grants to educator preparation programs to ensure that students have the wrap around supports they need to graduate.
 - Establishing an education careers opportunity program to expose middle and high school students to the education profession.
 - Increasing the capacity of educator preparation programs to meet the needs of the field, including supporting school leader development, faculty professional development and training, offering doctoral fellowships, and promoting innovation and resiliency.
- Remove financial barriers to entering the education profession by:
 - Doubling the TEACH grants to \$8,000 per year and providing additional protections and options to prevent the conversion of grants to loans.
 - Including the costs of clinical experiences in the cost of attendance for awarding financial aid

- Providing educators and teachers in high need fields credit towards loan repayment as they serve in the field rather than waiting 5 to 10 years to earn forgiveness upon completion of their service.

We strongly urge you to cosponsor the EDUCATORS for America Act. To do so, please contact [Maira Lenehan-Razzuri](#) with Senator Jack Reed's office or [Taylor Ware](#) with Representative Alma Adams' office.

For any questions regarding this letter, please contact [Michael Rose](#) with the American Association of Colleges for Teacher Education.

Thank you for your consideration of this request.

Sincerely,

American Association of Colleges for Teacher Education
American Association of School Librarians
American Association of School Personnel Administrators
American Association of State Colleges and Universities
American Federation of Teachers
American Library Association
American Occupational Therapy Association
American Psychological Association
American Society for Engineering Education
ACTFL
Central Washington University
Committee for Children
Council for Exceptional Children
Council of Administrators of Special Education
EDGE Consulting Partners
Higher Education Consortium for Special Education (HECSE)
Learning Forward
National Alliance of Specialized Instructional Support Personnel
National Association for Family, School and Community Engagement (NAFSCE)
National Association for Music Education
National Association of Elementary School Principals
National Association of Independent Colleges and Universities
National Association of Pupil Services Administrators
National Association of School Nurses
National Association of School Psychologists
National Association of Secondary School Principals (NASSP)
National Board for Professional Teaching Standards
National Center for Learning Disabilities
National Center for Teacher Residencies (NCTR)
National Council of Teachers of English
National Council of Teachers of Mathematics
National Education Association
Organizations Concerned About Rural Education
PDK International
Public Advocates
Public Advocacy for Kids (PAK)

State Higher Education Executive Officers Association
Teacher Education Division of the Council for Exceptional Children (TED)
The Arc of the United States
The California State University
Thurgood Marshall College Fund
Vernier Science Education