



AASCU on the Hill

April 19–20, 2023 • Washington, DC

AASCU
Delivering America's Promise

The Education Profession Is in Crisis

The nation's outlook for the future is tied to the strength of the education profession. Our economic prosperity, the health of our democracy and civic society, and our ability to meet the challenges of the information age all depend on students having access to well-prepared and supported educators who reflect the diversity of the students they serve. According to the Bureau of Labor Statistics, more than 270,000 teachers are expected to leave the field each year between 2016 and 2026.¹ The COVID-19 pandemic has only accelerated this trend. At the same time, student enrollments in educator preparation programs are plummeting. School districts across the nation are struggling to fill positions.

The educator pipeline is in crisis, America needs a national investment in educators. AASCU calls on congress to fully fund and support educator preparation, recruitment, and training programs in the FY2024 federal budget.

States and Local Communities Need Help

States and local communities cannot fix the educator pipeline on their own. A national investment is needed to mobilize and support states and local communities in building anew the educator pipeline that will ensure that all schools have the diverse, profession-ready teachers, principals, librarians, counselors, and other specialized instructional support personnel they need to support student development and academic achievement. Our future economic development will depend on it.

Legislative Action Is Required

Legislative efforts in the 117th Congress centered around the *EDUCATORS for America Act (S.3360, H.R.6205)*.^{2,3} Within the legislation were proposals that enjoyed broad postsecondary support:

Removing Financial Barriers to Entering the Education Profession

- Double the TEACH grants to \$8,000 per year and providing additional protections and options to prevent the conversion of grants to loans.
- Provide recruitment and completion grants to educator preparation programs to ensure that students have the wrap around supports they need to graduate.
- Include the costs of clinical experiences in the cost of attendance for awarding financial aid.
- Provide educators and teachers in high need fields credit towards loan repayment as they serve rather than waiting 5 to 10 years to earn forgiveness.

Update and Expand the Teacher Quality Partnership Grant Program

- Direct 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.

Reauthorize the Honorable Augustus F. Hawkins Centers of Excellence Program

- Support to historically Black colleges and universities, Hispanic-serving colleges and universities and other Minority-serving institutions in expanding and strengthening their educator preparation programs is critically important to solve the growing disparity between the educators in the schools and the students they teach.
- Despite the fact that over 50 percent of students are people of color and that multiple studies have shown that racial diversity can provide significant benefits to students, a 2018 Department of Education report showed that only 20 percent of public school teachers identified as a person of color, a figure that has barely changed since 2000.^{4,5,6}

Increasing the Capacity of Educator Preparation Programs

- Increase program capacity 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.
- Establish an education careers opportunity program to expose middle and high school students to the education profession.

¹ Torpey, E. (2018, October). [Projections for teachers: How many are leaving the occupation?](#) Career Outlook. Retrieved March 3, 2023.

² [S.3360 - 117th Congress \(2021-2022\): EDUCATORS for America Act.](#) (n.d.). Congress.gov. Retrieved March 3, 2023.

³ [H.R.6205 - 117th Congress \(2021-2022\): EDUCATORS for America Act.](#) (n.d.). Congress.gov. Retrieved March 3, 2023.

⁴ National Center for Education Statistics. (2022). [Racial/Ethnic Enrollment in Public Schools.](#) *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved March 2, 2023.

⁵ Goldhaber, D., Theobald, R., & Tien, C. (2022, September 30). [Why we need a diverse teacher workforce.](#) KAPPAN: Connecting education, research, policy and practice. Retrieved February 27, 2023.

⁶ Spiegelmen, M. (2020, September 22). [Race and Ethnicity of Public School Teachers and Their Students.](#) Data Point: U.S. Department of Education NCES 2020-103 September 2020. Retrieved February 28, 2023.