



EDUCATORS for America Act

[Senator Jack Reed \(D-RI\) – S.3360](#)
[Representative Alma Adams \(D-NC\) – H.R.6205](#)

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 climate change and the information age depend on our students having access to well-prepared and supported educators who reflect the diversity of the students they serve.

Today, the profession is in crisis. According to [the Bureau of Labor Statistics](#), more than 270,000 teachers are expected to leave the field each year between 2016 and 2026. The pandemic has only accelerated this trend. At the same time, enrollment in educator preparation programs is plummeting. School districts across the nation are struggling to fill positions.

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 almost 80 percent of public school teacher identified as white, a figure that had barely changed since 2000.

States and local communities cannot fix the educator pipeline on their own. We need a national investment 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.

The EDUCATORS for America Act will help build that pipeline by:

- Authorizing \$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, including teachers of color, first generation college students, and teachers with disabilities.
- Authorizing \$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.
- Streamlining the data and reporting requirements for teacher preparation programs to focus on key measures related to program quality and addressing identified workforce needs. Calls for the National Center for Education Statistics to convene an expert panel to make recommendations on a robust and concise set national indicators on the size, diversity, and quality of the teacher workforce, and the equitable distribution of profession ready teachers.
- Removing 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 rather than waiting 5 to 10 years to earn forgiveness.

Supporting Organizations: American Association of State Colleges and Universities; American Association of Colleges for Teacher Education; National Association of Independent Colleges and Universities; American Association of School Personnel Administrators; American Federation of School Administrators; American Federation of Teachers; American Library Association; American Occupational Therapy Association; American Psychological Association; American Society for Engineering Education; Association of University Centers on Disabilities (AUCD); ASCD; ACTFL; California State University; Collaborative for Academic, Social and Emotional Learning (CASEL); Committee for Children; Council of Administrators of Special Education; Council for Exceptional Children; EDGE Consulting Partners; Higher Education Consortium for Special Education (HECSE); Hispanic Association of Colleges and Universities; Learning Forward; National Association of Elementary School Principals; National Association

of School Psychologists; National Association of Secondary School Principals; National Association of State Directors of Special Education (NASDSE); 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; National Indian Impacted Schools Association; National Institute for Excellence in Teaching; PDK International; Public Advocates; Public Advocacy for Kids; School Social Work Association of America; State Higher Education Executive Officers Association; STEM Education Coalition; Teach Plus; Teacher Education Council Of State Colleges And Universities; Teacher Education Division of the Council for Exceptional Children; The Arc of the United States; Thurgood Marshall College Fund; UNCF (United Negro College Fund); University of Northern Iowa; Vernier Software & Technology.