



November 4, 2021

The Honorable Charles Schumer
Senate Majority Leader
S-221, The Capitol
Washington, DC 20510

The Honorable Nancy Pelosi
Speaker of the House
H-232, The Capitol
Washington, DC 20515

The Honorable Patty Murray
Chairwoman
Senate Committee on Health, Education,
Labor and Pensions
428 Dirksen Senate Office Building
Washington, DC 20510

The Honorable Robert "Bobby" Scott
Chairman
House Committee on Education and Labor
2176 Rayburn House Office Building
Washington, DC 20515

The Honorable Bernard Sanders
Chairman
Senate Committee on the Budget
624 Dirksen Senate Office Building
Washington, DC 20510

The Honorable John Yarmuth
Chairman
House Committee on the Budget
204-E Cannon House Office Building
Washington, DC 20515

Dear Majority Leader Schumer, Speaker Pelosi, Chairwoman Murray, Chairman Scott, Chairman Sanders, and Chairman Yarmuth:

The Coalition for Teaching Quality (CTQ) represents national civil rights, disability, parent, student, community, and education organizations advocating together to ensure that all students have access to well prepared and effective teachers and school leaders.

CTQ and allied organizations write to you in strong support of the \$817 million investment in educator workforce in the Build Back Better Act. We are deeply appreciative of this investment in a well-prepared, diverse, stable, and supported educator workforce, and ask that this investment be a floor and not a ceiling as you work to move this historic bill into law.

Over the past few months, 88 civil rights, disability rights, education justice, and education member organizations [have written](#) to [Congress](#) in [strong support](#) of [a \\$9 billion investment](#) in the educator workforce because they know it is desperately needed.

Before the pandemic, nearly every state in the nation [reported shortages of teachers](#) in high-need subjects like science, math, special education, and English language development. Furthermore, in recent years many states report shortages in primary (or early childhood) and elementary education teachers, two robust recruitment and retention demographics that were historic firewalls against teacher shortages. New teachers are entering the profession through educator preparation programs at declining rates, from 2009 to 2017, [340,000 fewer students](#) enrolled in educator preparation programs. Further, our educator workforce did not reflect the vibrant racial and ethnic diversity of our country and our students.

Students of color, students impacted by poverty, students with disabilities, and students learning English bore the brunt of these shortages and faced inequitable access to certified and experienced teachers. Likewise, schools serving the students the furthest from opportunity [were more likely](#) to experience school leader turnover. Without Congressional action these inequities stand to be exacerbated.

Thankfully, Congressional Democrats have taken action through the Build Back Better Act. If enacted this legislation would:

- **Provide approximately \$228 million to the Teacher Quality Partnership (TQP) Program, to support comprehensive educator preparation through teacher residencies and Grow Your Own Programs.** This investment in TQP would expand access to comprehensive educator preparation programs like teacher residencies, which [research suggests](#) are associated with greater teacher diversity, effectiveness, and retention. Likewise, these funds would increase access to Grow Your Own Programs which tap diverse local talent to increase access to well-prepared teachers.
- **Allocate over \$113 million to the Augustus F. Hawkins Centers of Excellence program to support comprehensive educator preparation at Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and other minority-serving institutions (MSIs).** HBCUs, TCUs, and MSIs, have been [longstanding sources of well-prepared and diverse teachers](#). The Hawkins program is specifically designed to support and expand comprehensive preparation programs at these institutions and provide students at these institutions the ability to afford this preparation through financial aid.
- **Invest more than \$162 million in the Individuals with Disabilities Education Act (IDEA), Part D's personnel preparation program to support the comprehensive preparation of special educators.** The latest data show [48 states and DC](#) have special educator shortages. IDEA Part D's personnel preparation program (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 educators that support their training.

- **Allocate about \$113 million to the School Leadership Recruitment and Support Program (SLRSP) to help increase student access to well-prepared and diverse school leaders.** SLRSP provides grants to high-need local educational agencies to support innovative programs to recruit, train, and mentor school principals and assistant principals. [Research shows](#) 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, making this investment a key part of increasing student access to both great teachers and leaders.
- **Provide \$200 million to Grants For Native American Language Teachers and Educators.** These grants will support activities relating to preparing, training, and offering professional development to Native American language teachers and Native American language early childhood educators to ensure the survival and continuing vitality of Native American languages.

On behalf of the civil rights, disability, parent, student, community, and education organizations advocating for all students – especially underserved students – to have access to a well-prepared, diverse, stable, and supported educator workforce, we thank you for this investment that will provide a down payment toward this goal. We ask that, at a minimum, you maintain this funding as the Build Back Better Act moves towards passage, so we can chart a new course where all students – no matter their zip code – have access to a well-prepared, diverse, stable, and supported educator workforce.

Sincerely,

AASA, The School Superintendents Association
ACTFL
American Association of Colleges for Teacher Education
American Federation of School Administrators
American Federation of Teachers
American Indian Higher Education Consortium
American Psychological Association
ASCD
Association of Latino Administrators and Superintendents [ALAS]

CAST
Center for Learner Equity
Chiefs for Change
Council for Exceptional Children
Council of Administrators of Special Education
Council of Parent Attorneys and Advocates
EDGE Consulting Partners
Educators for Excellence
HACU-Hispanic Association of Colleges and Universities
Higher Education Consortium for Special Education
Institute for Educational Leadership

KnowledgeWorks
Learning Forward
National Association of Elementary School Principals (NAESP)
National Association for Equal Opportunity in Higher Education (NAFEO)
National Association of School Psychologists
National Association of Secondary School Principals (NASSP)
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
National Council of Teachers of English (NCTE)
National Council of Teachers of Mathematics
National Education Association
National Indian Education Association
National Indian Impacted Schools Association
National Institute for Excellence in Teaching
National Latino Education Research and Policy, Inc.
National Science Teaching Association
National Writing Project
New America
New Leaders
Organizations Concerned About Rural Education
PDK International
Public Advocacy for Kids (PAK)
Public Advocates
REBUILD AMERICA'S SCHOOLS COALITION
Rural School and Community Trust
Southern Education Foundation
State Higher Education Executive Officers Association
TEACH
Teach Plus
Teacher Education Division of the Council for Exceptional Children
Texas Center for Education Policy
The Education Trust
TNTP

CC:

Susan Rice, Assistant to the President, Domestic Policy Council
Roberto Rodriguez, Assistant Secretary, Office of Planning, Evaluation and Policy Development, U.S. Department of Education
Ian Rosenblum, Acting Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education
U.S. Senator Joe Manchin
U.S. Senator Kyrsten Sinema