

Educating the Future, **Today**



ARP FUNDING TOOLKIT

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ARP FUNDING TOOLKIT

ADVOCATING FOR A STRONGER TOMORROW

Take a Seat at the Table

The American Association of Colleges for Teacher Education's (AACTE) advocacy work is focused on amplifying the perspectives of our members in order to inform and influence policy makers as they debate and consider policies that significantly impact your work and the U.S. education system. As we face the impact of COVID-19, teacher shortages, social injustice, and enrollment and funding challenges, AACTE's advocacy mission is more important than ever—and that is why we are asking you to take a seat at the table.



AACTE members now have before us a significant opportunity to partner with local school districts to utilize funding authorized by the recent American Rescue Plan Act (ARP) to aid schools and colleges of education in recovery from the pandemic and address our critical educator shortages.



As part of our efforts, we have developed this toolkit as a resource for insight and information that will help you play an active role in the recovery. Your voice—and seat at the table—is essential. There is strength in numbers, and alliances with other education stakeholders help amplify the message. Remember, we are all in this together.



Video



Lynn M. Gangone, Ed.D.
President and Chief Executive Officer

Join Us in Tackling Today's Challenges

By Michael Rose, AACTE Senior Director, Federal Relations and Policy

On March 11, 2021, President Biden signed into law the American Rescue Plan Act (ARP), which includes \$122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund. These funds are provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

The U.S. Department of Education recently [announced](#) how much each state will receive through ARP ESSER and that the funds will be available for use through September 2024. The ARP ESSER funds are designed to help alleviate some of the challenges [school district leaders](#) face to “hire, recruit, and retain quality staff during severe labor market shortages while providing supplemental emergency benefits and compensation during the pandemic.”

AACTE encourages its members to collaborate with their local partner districts to allocate the ARP ESSER funds towards strengthening the educator workforce by supporting residency models, grow-

your-own programs, and other innovative approaches to develop a pathway into teaching. Increasing financial support for teacher candidates is critical to developing and sustaining a diverse, profession-ready teacher workforce. Funding to support teacher candidates could be in place by as early as this fall to assist schools as they fully re-open and to help children overcome learning loss due to the pandemic.

The Department of Education included this approach in its [COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs](#). The Handbook also referenced AACTE's report, *Strategies that Promote Diversity, Equity and Inclusion in Educator Preparation*.



In a recent survey, 27% of teachers said they were considering leaving their jobs, retiring early, or taking a leave of absence due to the pandemic.

— HORACE MANN, THE HIDDEN IMPACT OF COVID-19 ON EDUCATORS: RISING HEALTH CONCERNS, LOWER RISK TOLERANCE AND BENEFIT GAPS, 2020

How you can make a difference



Stay Informed

Keep up to date on the latest developments of AACTE's advocacy efforts through its conferences, meetings, surveys and thought leadership efforts.



Take Action

Collaborate with your local districts to allocate the ARP ESSER funds towards strengthening the educator workforce.



Make Your Voice Heard

Join AACTE's virtual 2021 Washington Week this September to ensure **your** voice will be heard advocating for educator preparation.



DISTRICT PREP PROGRAM PARTNERSHIPS

To provide examples of how AACTE member institutions are successfully creating initiatives eligible for ARP ESSER funds, the following EPPs are highlighted below as models you can replicate to partner with your school districts and PK-12 schools. Should you like to learn more about these initiatives, contact information for each program is included.

California State University, Los Angeles – Los Angeles Urban Teacher Residency Program

Contact:

A.Deer Williams

awillia6@exchange.calstatela.edu

Cleveland State University – College of Education & Human Services

Contact:

Tachelle Banks

t.i.banks@csuohio.edu

University of Northern Colorado – College of Education and Behavioral Sciences

Contacts:

Corey Pierce

Corey.Pierce@unco.edu

California State University, Northridge – The Accelerated Collaborative Teacher Residency (ACT-R) Program

Contacts:

Nancy Burstein

nancy.burstein@csun.edu

Shari Tarver-Behring

starver-behring@csun.edu

Marquita Grenot-Scheyer

mgrenot-scheyer@calstate.edu

Eastern Michigan University – College of Education

Contacts:

Beth Kubitskey

mkubitske1@emich.edu

David Winters

dwinter1@emich.edu

Virginia Commonwealth University – RTR Teacher Residency

Contacts:

Therese Dozier

tadozier@vcu.edu

Kim McKnight

mcknightkw@vcu.edu

University of Louisville – College of Education and Human Development

Contacts:

Amy Lingo

amy.lingo@louisville.edu

Natalie Hewlett

natalie.hewlett@louisville.edu

If you would like your program profiled/included in this resource, please contact Michael Rose, AACTE's Senior Director of Federal Relations and Policy, at mrose@aacte.org.

An October 2020 survey of AACTE members revealed that nearly 60% have experienced a decline in undergraduate enrollment due to COVID, 83% have had budget cuts, and half have reduced staffing. AACTE predicts that, absent additional support, a sizable number of educator preparation programs will close, eliminating needed capacity to produce the profession-ready teachers the nation needs.

— EDUCATOR PREPARATION RESPONDS TO COVID-19 AND RACIAL INJUSTICE, 2021



The Latest Updates

- [Biden Moves Budget Forward, Republicans Act to Block CRT School Curriculum](#)
- [The House Focuses on Education Funding for Next Year](#)
- [Biden Proposes American Families Plan: \\$9 Billion for Teacher Development](#)
- [AACTE Applauds President Biden's \\$9 Billion Proposal to Address the Teacher Shortage](#)
- [President Biden Proposes the Largest Increase in Education Funding in History](#)

Resource Center

AACTE: MEMBERS ONLY

Fall 2020 Member Survey

[VIEW](#)

AACTE: MEMBERS ONLY

How Do Education Students Pay for College

[VIEW](#)

AACTE

Strategies that Promote Diversity, Equity and Inclusion in Educator Preparation

[VIEW](#)

AACTE

Research-to-Practice Spotlight Series: Inclusive Early Childhood Education – Bowling Green State University, Secondary Dual Education Program – Portland State University

[VIEW](#)

U.S. DEPARTMENT OF EDUCATION

American Rescue Plan

[VIEW](#)

U.S. DEPARTMENT OF EDUCATION

American Rescue Plan Elementary and Secondary School Emergency Relief Fund

[VIEW](#)

ASBO INTERNATIONAL

Survey Shows How Districts Are Spending \$67.5 Billion to Safely Reopen Schools

[VIEW](#)

U.S. DEPARTMENT OF EDUCATION

ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools

[VIEW](#)

U.S. DEPARTMENT OF EDUCATION

ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs

[VIEW](#)

U.S. DEPARTMENT OF EDUCATION

ED COVID-19 Handbook, Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff

[VIEW](#)

U.S. DEPARTMENT OF EDUCATION

Frequently Asked Questions Elementary and Secondary School Emergency Relief (ESSER) Programs Governor's Emergency Education Relief (GEER) Programs

[VIEW](#)

Key Findings on the National Teacher Shortage Pre-COVID

- 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, Taking the Long View, 2018).
- Despite increased need for PK-12 teachers—and growing enrollment in higher education—the number of students completing bachelor's degrees in education has been in decline over the last two decades (AACTE, Colleges of Education: A National Portrait, 2018).
- Teacher education graduates, nearly 80% of whom are white, do not reflect the demographics of the PK-12 student population, in which more than 50% of learners are students of color (AACTE, Colleges of Education: A National Portrait, 2018).
- Pay is by far the top reason cited by undergraduates for not pursuing teaching as a career; it was named by 72% of respondents in a large 2018 survey of prospective college students (American College Testing, Encouraging More Students to Consider Teaching, 2018).
- The number of students earning degrees in the high-demand specialties of mathematics, science, and foreign language education are in decline and the numbers earning degrees in special education and teaching English as a second language are insufficient to meet demand in many localities (AACTE, Degree Trends in High-Demand Teaching Specialties, 2020).
- The number of institutions with small education programs is on the rise; one-third of the 1,500 institutions that award bachelor's and master's degrees in education granted 30 or fewer such degrees in 2019 (AACTE, Institutions Offering Degrees in Education, 2020).