



Legislative Priorities

The American Association of Colleges for Teacher Education (AACTE) is the leading voice on educator preparation. AACTE’s member institutions and programs prepare the greatest number of professional educators in the United States and its territories, including teachers, counselors, administrators, and college faculty.

Legislative Priorities

AACTE supports improvements to the Higher Education Act (HEA) to recruit and retain candidates to become skilled educators. Reauthorization of HEA may not occur for some time, but there are several bills currently introduced that would strengthen educator preparation and the educator workforce. AACTE supports:

FY 2025 Appropriations Priorities

To prepare a diverse, profession-ready educator workforce and address educator shortage areas, AACTE is advocating for the following program funding levels for FY25:

At least \$95 million for Teacher Quality Partnership Grants



At least \$45 million for the Augustus F. Hawkins Centers of Excellence Program



At least \$150 million for Special Education Personnel Preparation



EDUCATORS for America Act

- Authorize \$500 million annually for grants to support states in developing and implementing a strategy for meeting educator workforce needs; including the recruitment, preparation, and retention of teachers of color, teachers from low-income and first-generation families, and teachers with disabilities.
- Authorize \$500 million annually to support educator preparation programs and partnerships, including updating and expanding the Teacher Quality Partnership (TQP) grant program to focus on residency programs, strengthen principal and school leader preparation, and enable partnerships to address the need for early childhood educators, school librarians, counselors, and other specialized personnel.
- Double TEACH grants to \$8,000 per year and provide additional protections and options to prevent the conversion of grants to loans.
- Strengthen three critical loan forgiveness programs utilized by teachers: Public Service Loan Forgiveness, Teacher Loan Forgiveness, and Loan Forgiveness for Service in Areas of National Need.
- Call for the National Center for Education Statistics (NCES) to convene an expert panel to make recommendations on a robust and concise set of national indicators on the size, diversity, and quality of the teacher workforce.



Diversify Act

- Increase the maximum TEACH Grant to \$8,000 per year and end cuts which, without Congressional action, will continue through 2029.
- Eliminate the loan conversion penalty which can serve as a deterrent to entering an educator preparation program, and therefore teaching.
- Require the Secretary of Education to send TEACH Grant recipients who have completed their service an electronic certification noting this accomplishment.
- Expand eligibility for TEACH Grants to include service in high-need early education programs and add early childhood education as a codified shortage subject.



Pay Teachers Act

- Authorize a new Grow Your Own program within TQP and provide \$550 million for TQP grants.
- Invest \$150 million in the Augustus F. Hawkins Centers of Excellence program to support teacher preparation at HBCUs, TCUs and other minority-serving institutions.
- Provide \$300 million for IDEA Part D for special education personnel preparation.
- Require states to establish a minimum annual teacher salary of at least \$60,000.



The Loan Forgiveness for Educators Act

- Incentivize work in early education programs and high need public schools by the federal government making educators' monthly student loan payments during service and providing complete forgiveness of student loan debt at the end of five years of service.
- Expand program eligibility to include early childhood educators and program directors and administrators in high-need public schools.
- Ensure educators retain loan repayment and forgiveness benefits if the status of their school changes, they take on additional responsibilities, or they have to take off for Family Medical Leave Act, military service, or due to a national emergency.



Supporting Teaching and Learning through Better Data Act

- Require NCES to study data collections related to the educator workforce and make recommendations to strengthen educator workforce data collection, analysis, timeliness, and dissemination to help stakeholders and policymakers understand and address educator supply, demand, and shortages.
- Identify gaps in existing federal data sources, such as the qualifications of the teacher workforce, compensation information, and number of teachers that have received federal grants, and make recommendations for closing such gaps.
- Provide grants to state education agencies to improve educator workforce data collection and better identify inequities.

