



Key Legislative Proposals in the 112th Congress: The Elementary and Secondary Education Act

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Increasing Latino Teacher Quantity and Quality

- By the numbers: More well prepared Latino teachers are critical to reaching Obama's college completion goals---
 - Over half the growth in the US population from 2000-2010 was among Hispanics (+43%)
 - By 2020 Latinos will make up 20% of the population;
 - Among youth, Latinos now constitute nearly $\frac{1}{4}$ of the population

“Unless we do a better job of educating Latino children today, we’re putting at risk this country’s economic success tomorrow”

Arturo Vargas
National Association of Latino Elected and Appointed Officials
The Washington Post, March 25, 2011



The Degree Attainment Gap

- AACTE is committed to helping close the Latino educational attainment gap...essential to meeting the President's college graduation goal by 2020
- If current racial/ethnic gaps remain, whites & Asian college attainment rates must double by 2020
- The gap will not close without closing the racial ethnic gaps in degree attainment
- AACTE strongly supports the DREAM Act

More Top Flight Latinos: *Needed at All Education Levels*

Latino
Ed School
Faculty

Latino K-12 Teachers

Latino High School Graduates



Full-Time Ed School Faculty at AACTE Institutions

by Race/Ethnicity, Fall 2008

	White	Black	Latino	Asian/ Pacific Islander	Am Indian	Other	TOTAL
#	20,849	2,620	1104	1029	206	687	26,495
%	78.7	9.9	4.2	3.9	.8	2.6	101%

Source: AACTE: 2009 Professional Education Data System. N=714 institutions.

Latino Students and Latino Teachers

	Students	Teachers	Discrepancy
All Public Schools	20.4%	7.1%	13.3%
City Public Schools	33.4%	13.1%	20.3%

Sources: National Center for Education Statistics reports: NCES 2009-324 (teachers); NCES 2009-321 (students). The data are from 2007-2008.

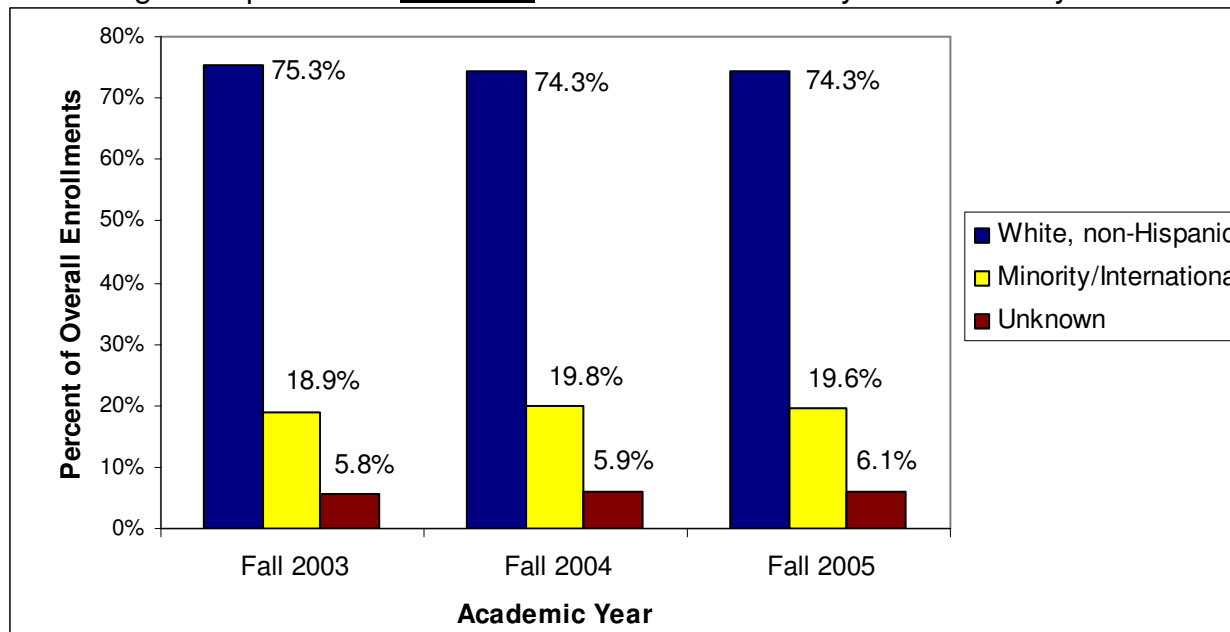
Education Degrees Received by Hispanic Students, 2007-2008

	Bac	Bac All Races Total	Post Bac	Post Bac All Races Total
Non-HACU institutions	3,052 (78%)	77,449 (97%)	1,668 (61%)	42,208 (90%)
HACU institutions	886 (22%)	2,507 (3%)	1,066 (39%)	4,753 (10%)
All institutions	3,938 (100%)	79,956 (100%)	2,734 (100%)	46,961 (100%)

Minority/ International Enrollments Are Higher at the Graduate Level

- AACTE members report more diverse student bodies at the graduate level
 - Driven in-part by larger percentages of international students

Average Composition of Graduate SOE Enrollments – by Race/Ethnicity



Schools with a greater share of part-time enrollments are more likely to have a diverse student population (correlation at the $p < .01$ level).

AACTE POLICY & ADVOCACY ISSUES

- The Value of Master's Degrees—
 - Duncan and Gates, the economy, and equivocal research have combined to discredit the value of Education Master's programs
 - AACTE: determine those that add value, connect to student learning; close ineffective programs.
- The Meaning of 'Highly Qualified'—
 - AACTE has joined 70 civil rights, disability, parent, student and grassroots groups calling for repeal of a policy amendment slipped into appropriations language that allows teacher interns to be deemed 'highly qualified'
- Re-intro Dream Act



AACTE Federal Relations Issues

- Grassroots Action Network (GAN)
- AACTE is meeting with Members of Congress and the Administration re strong policies for educator prep in ESEA and Title II/HEA
- Higher Education Task Force on Teacher Preparation Principles for ESEA and Title II HEA Reauthorization



Key Education Programs Dropped in Continuing Resolution

- Teacher Quality Partnership Grants
- Math and Science Partnerships
- National Board for Professional Teaching Standards
- Education Technology State Grants
- Striving Readers
- Tech Prep State Grants
- BA & MA Degrees in STEM & Critical Foreign Languages
- Statewide Data Systems
- Teach for America
- Elementary and Secondary School Counseling
- National Writing Project



Education Programs Consolidated or Eliminated in Administration's Budget Proposal (62 in all):

- Teacher Quality Partnership Grants
- TEACH Grants
- School Leadership program
- Math and Science Partnerships
- Teachers for a Competitive Tomorrow
- Transition to Teaching
- Teach for America
- Foreign Language Assistance
- Elementary and Secondary School Counseling
- Charter School Grants



Notable Programs in Obama Administration FY 12 Budget

Teacher and Leader Pathways—\$250 million: Competitive grants to improve teacher and leader preparation. Consolidates several programs, including Teacher Quality Partnership Grants, Teach for America, and Teachers for a Competitive Tomorrow.

Augustus F. Hawkins Centers of Excellence—\$40 million: Authorized in HEA, but never funded, would expand and reform teacher education programs at minority-serving institutions.

Teacher Learning for the Future program—\$20 million: A new program to provide Research and Development awards to study what makes a great STEM teacher, and how to best train, support and retain highly effective STEM teachers.

Presidential Teaching Fellows— \$185 million: New program replacing TEACH Grants. Formula grants to States for scholarships up to \$10,000 to students in final year of preparation. 3-year commitment in a high-need school. Supports data to follow grads and performance assessments .14

New Administration Proposal Requires:

- Pell Grant
Reductions
- Eliminate TEACH
Grants



AACTE Priorities for ESEA Reauthorization

- Dedicated funding streams for clinical preparation and higher education/district partnerships --Hawkins Centers of Excellence
- Maintain TEACH Grants, providing financial incentives for entering the teaching profession
- Support for ELL and Special Education students
- Valid and reliable performance assessments are required
- Preparation programs have access to statewide data systems
- Level playing field for traditional and alternative providers
- Maintain Pell Funding**

New AACTE Initiatives

- Southern Poverty Law Center Partnership
 - Develop & disseminate materials from the *Teaching Diverse Students Initiative*
- White paper commissioned with National Center for Learning Disabilities
 - Supporting preparation of general education teachers for effective instruction of students with disabilities
 - Washington, DC briefing, May 9, 2011

AACTE

Spring Policy Briefings

- May 9th – Preparing General Education Teachers to Effectively Instruct Students with Disabilities
- May 23rd–Teacher Performance Assessment Consortium briefing in the Senate
- June 22nd – Day on the Hill briefing on Transformations in Educator Preparation: Effectiveness and Accountability



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