**HACU presentation**

March 26, 2012

AACTE is a great fan of HACU. We know how important your role is in preparing teachers and we know that you are critical to expanding the number of Hispanic teachers in our classrooms. So we salute you and we are proud to call you partners.

Bad news: higher education teacher preparation continues to take a beating in many policy corners

Good news: there are some terrific bills out there that offer a positive vision, that build on the reform underway in teacher preparation

**ESEA Reauthorization:**

 **House and Senate have committee bills; neither likely to go to the floor this year**

 Senate Bill – GREAT Act – Sen. Bennet –

 Charter preparation academies; state decides;

 may or may not involve higher education;

prohibition against: professional accreditation, faculty qualifications

Requires clinical preparation – doesn’t say how much and if it is pre-service or not

“certificate” granted must be considered as a Masters degree for purposes of hiring, retention, promotion and pay

State student financial aid must be available to these non-ihe programs

 A similar provision in the House ESEA bill

 House ESEA bill also repeals the Teacher Quality Partnership Grants in Title II of HEA – the signature teacher preparation reform program

**Negotiated Rulemaking**

This gives you an idea of where the Department of Education stands on teacher preparation – they have convened a panel – with representation for HIS’s – to consider new regs for Title II of HEA and the TEACH grants. Departments proposal would:

* Require states to rate every teacher prep program on a 1-4 scale
* States must consider k-12 student achievement data as a key indicator of the success of graduates -- for subjects not currently tested, tests would have to be devised
* States would be required to annually survey every graduate and every principal of every graduate once a year for three years; these survey results, along with value-added scores would be used to determine the ratings.
* The rating would determine eligibility for TEACH grants, and possibly Title IV student aid
* There is no additional money to the states to take on this task
* Tremendous disproportionate impact on Hispanic Serving and other Minority serving institutions since they serve high need students and many teacher graduates teach high need students – likely that your programs would be rated poorly since the rating is so dependent on the standardized test scores of K-12 students

HACU has sent a letter to the negotiated rulemakers expressing these concerns – so important to have your voice heard and HACU is making sure that this is happening – thank you Laura Maristany and President Flores!

**So on to the good news –**

 **Rep. Judy Chu of California has introduced HR 2902 – the Equal Access to Quality Education Act.**

The bill funds partnerships between high need school districts and institutions of higher education to prepare new teachers in one year residency programs. Teachers are required to teach in that same school district for at least three years after they graduate.

 The bill requires grantees to create or support a teacher retention program that includes professional development, mentoring and other supports.

 Priority is given to grantees that include a Minority Serving Institution, such as an HIS; and to universities that plan to focus on recruiting local students of color to be teachers.

 We need to show tremendous support for this bill so that it could be included as part of ESEA reauthorization next year.

 So far there are 19 co-sponsors on this bill – we should have every member of the Hispanic Caucus! So far we have only Hinojosa, Grijalva and Linda Sanchez. We need to get the rest:

 Please be sure and ask your Congressional delegation to cosponsor HR 2902!

**The other bill that is very important for teacher quality is Sen. Bernie Sanders bill S. 1716 – Assuring Successful Students through Effective Teaching Act.**

 Clarifies that only those who have completed their preparation – not those in the midst of it—are eligible to be called “highly qualified.” Requires those who are in the midst of being prepared and serving as the teacher of record at the same time to receive intensive mentoring and support and be equally distributed so they are not congregated in the highest need schools. Also requires reporting to parents. Again, co-sponsors are needed.

**Finally, look for a bill to be introduced by Sen. Jack Reed of Rhode Island in the next few weeks – the Educator Preparation Reform Act.** This bill will reauthorize and strengthen the Teacher Quality Parntership Grants under Title II of the Higher Education Act and strengthen the TEACH grants, which many of your institutions use to support your teacher candidates. I will be sure that Laura knows about this and that you can put your advocacy to work to get co-sponsors for that bill when it is introduced.

Thank you for your advocacy. Thank you for making your voice heard. It is so important. Remember that those members of Congress work for you! You hired them and you can fire them.