



American Rescue Plan Act Funding

An Opportunity for Jumpstarting
Sustainably Funded, Paid Residencies



SUSTAINABLE FUNDING FOR QUALITY TEACHER PREPARATION



A Vision for...

A Fully Staffed, High-Quality Teacher
Workforce



Residencies help create strong, stable schools, which in turn reduce costs...

Teaching and learning

- ↓ Need for Supplemental Supports Including Summer School, Tutoring
- ↓ Special Needs Referrals
- ↓ Remediation Needs Including Grade Retention
- ↓ On the Job Training for Underprepared Novice Teachers
- ↓ Behavioral Issues Including Attendance

Human Resources

- ↓ Teacher Turnover
- ↓ Recruitment Dollars
- ↓ Hiring and Onboarding
- ↓ New Teacher Induction
- ↓ Mentorship and Other Programs Specific to New Teachers Training
- ↓ Termination/Separation for Non-retirement Leavers

Reduced Costs -> Savings -> Reinvestment into Schools



...and create broader positive impacts for students, schools, and communities

Teaching and learning

- ↑ Strengthened Instruction
- ↑ Student and Teacher Attendance
- ↑ Graduation Rates
- ↑ College Readiness
- ↑ School Culture
- ↑ Students staying in School

Human Resources

- ↑ Stable Staffing
- ↑ Increased Retention
- ↑ Strong Relationships
- ↑ Collaborative Culture
- ↑ Diverse Teaching Workforce
- ↑ Labor Market Match
- ↑ Funds for enrichment and other programming to support student learning

Positive Community and Budgetary Impacts -> Reinvestment into Schools



Two Up-front Investment Areas for Long Term Sustainability

■ Time

- Building shared visions and expectations between districts and programs
- Rethinking recruitment processes
- Pursuing program curricular revisions
- Designing shared assessment processes
- Envisioning and delivering mentors' professional learning opportunities

■ Startup dollars

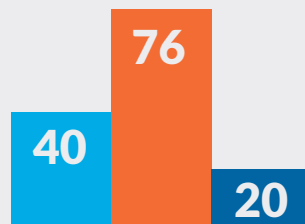
- Supports to shift structures and find resources for longer term partnership design needs
- Mentor stipends &/or release time
- Resident stipends, tuition supports, loan programs



A Third, Ongoing Investment in Residents: Money Matters

Aspiring teachers can't work for free and learn how to teach well.

Full-time work



40% of undergraduates and **76%** of graduate students **work full-time; 20% have dependents.** Proportions are higher for students of color.

Debt



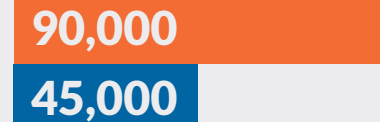
Teachers **incur the same amount of debt** as all other college students. Low teaching salaries make debt payment difficult.

College costs



Up to 2/3 of the cost of college is related to living expenses. Tuition is often defrayed through scholarships and aid, but living costs are rarely defrayed.

Enrolled teacher ed



Enrolled teacher education students who identify as white come from families with **annual incomes of \$90,000**; all others who are enrolled come from families with **less than half that amount.**

Without Financial Support: Student Voices

On Mental Health and Debt:

*“As teachers we know teachers do not have a high income. We are sacrificing job opportunities, going into **severe debt** because we are student teaching 4 days a week. I have a part time job but that helps cover my food costs but I am in severe debt which is leading to **depression and anxiety.**”*

On Responsibilities:

“My university told us we were forbidden from working an external job during our student teaching placement. I had to disobey this demand in order to survive, but I had to be discreet about it. It's crazy to think that people can just go for months on end with no source of income.”

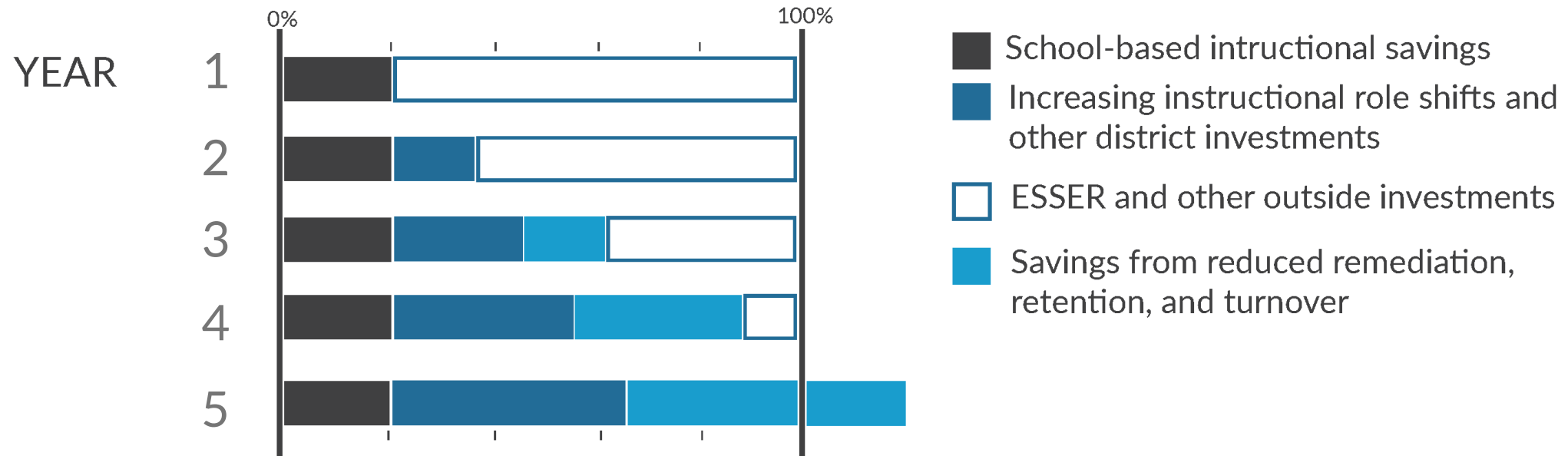
On Equity and Access:

“If the financial constraints were lifted, I believe we would see the diversity that we desperately need in education.”

Data from Prepared To Teach's Aspiring Teachers' Financial Burden Survey, 2021



An ESSER Investment that Endures



The ARP ESSER Opportunity

Sustainably Funded Teacher
Residencies for Quality and Equity



ARP ESSER Fund Goal

Address Impacts of COVID-19

Address Opportunity Gaps that COVID-19 Exacerbated (“Learning Loss”)

Address Disproportionate Impact

ARP ESSER: How Funds are Distributed

- ARP Funds are dispersed according to Title I formula
- One-time funds
- At least 90% going directly to LEAs
- 2/3 are dispersed automatically
- States must apply for the remaining 1/3
 - Applications due June 7, 2021
 - Must include stakeholder engagement
- To be used by September 30, 2024



ARP ESSER: How Residencies Align



High Leverage Residency Spending Areas

- Co-Teaching Stipends to Residents
- Mentoring Stipends to Teachers of Record
- Mentor Professional Development
- Instructional Support Roles



Next Steps: What You Can Do!

- **State applications:** Send the six paragraphs we've provided to your State Education Agency for inclusion
- **Comment on the Federal Register:** Individually or sign on to the *Prepared To Teach* comments.
<https://forms.gle/7mdaApiTfAazaHVHA>
- **Activate your network:** Share this webinar information, convene other stakeholders to rally support behind residencies



Questions?



Closing

Upcoming Webinars

May 18th, 2:00 pm EST

Simple Shifts for Change

May 19th, 12:00 pm EST

Reducing Costs for Teaching
Candidates

May 21st, 3:00 pm EST

(Re)Investing in Residencies to
Increase Instructional Capacity

[Click Here To Register!](#)

Interested in Exploring More?

[P-12 Residency Funding Tool and
Guidance](#)

[The Residency Revolution: Funding
High Quality Teacher Residencies](#)

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