



## 2019 POLICY RECOMMENDATIONS FOR THE 116<sup>TH</sup> CONGRESS

The National Council of Teachers of English (NCTE) has identified the following objectives in order to accomplish its federal and state policy and advocacy work impacting PreK-16 teachers and schools:

- Promote policy that aligns with NCTE principles regarding high quality literacy instruction.
- Support policy that ensures equity for all students to learn reading, writing, literature, and language.
- Inform policy that impacts professional learning for teachers of English and composition and supports the professionalization of educators.

All students deserve high-quality literacy teaching and learning. As such, NCTE will be vigilant in advocating for policies that address:

- Equal access to literacy education and approaches to school safety that are free of racism, bias, prejudice, and discrimination and that support the intellectual development and growth of all students from early childhood through university studies.
- Supports for students that allow them to be critical consumers and creators of information so they can meet the challenges and opportunities of a global economy.
- Effective approaches to the teaching of reading and writing, aligned with current research in the field.

To support these objectives and ensure the 116th Congress hears what is important to our 25,000 members, NCTE will pursue the following priorities:

### *Reauthorization of the Higher Education Act*

**Title II Reauthorization:** As HEA undergoes reauthorization, it is essential that Congress maintain, strengthen, and expand Title II of the law. The new law should:

- A. Include provisions that prepare teachers across the curriculum to advance reading and writing and that prepare teachers in all disciplines to work with English learners and nonstandard or global English speakers. This may include:
  - a. adding a focus on comprehensive literacy;
  - b. adding reading and writing specialists to the list of high-needs teachers; and
  - c. ensuring all teacher mentors maintain active status with a professional disciplinary organization.

- B. Include provisions that create stronger vertical connections in teacher preparation between high school and college reading, writing, and literacy programs to prepare graduates for careers in all fields, including STEM and business.
- C. Support incorporation of bills to strengthen the teacher workforce, including teachers of English including:
- House Bill: *Aim Higher Act*
  - Senate Bill: *Preparing and Retaining Education Professionals (PREP) Act*
  - Senate Bill: *Supporting the Teaching Profession Through Revitalizing Investments in Valuable Educators (STRIVE) Act*; and
  - Senate Bill: *Teachers and School Leaders Need Education and Development to be Empowered Resources in Schools Act (Teachers and School LEADERS Act)* into the Senate’s reauthorization of HEA.

## Annual Appropriations

### Every Student Succeeds Act (ESSA)

**Title I Funding** –All students deserve equitable access to rich and compelling learning opportunities and transformative curricula. Title I of ESSA must be fully funded to achieve this purpose.

**Title II Funding** –All students deserve fully qualified teachers who have the resources and professional learning opportunities necessary to be current in their practice. Title II of ESSA makes this possible and must be fully funded to achieve these aims.

**Title II Funding:** Literacy Education for All, Results for the Nation (LEARN) funding provides states with the flexibility to select the interventions necessary to improve literacy instruction for all content areas for students from early childhood through high school. It must remain fully funded to support this work.

### Higher Education Act (HEA)

**Title II HEA Funding** - Funding for schools of education is essential for strengthening teacher recruitment and improving teacher preparation. Title II of HEA must be fully funded to provide grants that enable institutions of higher education to continue this work. Teacher candidates also need access to grants such as the Teach Grants to support their becoming a full-time teacher in a high need field in a school that serves students from low-income families.

**Title IV HEA Funding**—Access to postsecondary education for at-risk students is made possible in many cases through Federal student grant and loan programs. These must continue to be fully funded.

The National Council of Teachers of English (NCTE) is the nation’s most comprehensive literacy organization, supporting more than 25,000 teachers across the preK–college spectrum. Through the expertise of its members, NCTE has served at the forefront of every major improvement in the teaching and learning of English and the language arts since 1911.

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