

REPORT

The Impact of Federal Grant Cancellations on Educator Preparation

Findings from a Survey of a Subset
of Federal Grantees

OCTOBER 2026



Table of Contents

Introduction 1

Survey Results At A Glance 1

Key Findings 2

Looking Forward - Policy Recommendations 8

About the Survey and Data10

The Impact of Federal Grant Cancellations on Educator Preparation

Findings from a Survey of a Subset of Federal Grantees

Introduction

In early 2025, the federal administration conducted an agency-wide review of previously approved federal awards to ensure alignment with presidential executive directives regarding administrative priorities and grant criteria. The review determined that a number of previously-approved awards no longer met the updated priorities and criteria. Consequently, the U.S. Department of Education and related federal agencies terminated over \$600 million in existing, multi-year awards that fund educator preparation. These terminations impacted programs serving all types of communities across the country and imposed financial and professional costs on teaching candidates that, in some cases, drove them out of preparation altogether. Grants canceled include those from the Teacher Quality Partnership (TQP), Supporting Effective Educator Development (SEED), Teacher School Leadership Incentive Fund Grants, Mental Health Service Professional Demonstration grants, AmeriCorps; Title III, Part A, English Language Acquisition State Grants; and Title V, Rural Assistance Grant programs.

To better understand the overall operational and instructional impact of the cancellations, the **National Center for Teacher Residencies** (NCTR), **AACTE** (American Association of Colleges for Teacher Education), and **Deans for Impact** (DFI) co-designed and distributed a survey to federal grantees and their respective broader organizational memberships.

Survey Results At A Glance

A total of 36 affected grantees across 22 states and all four census regions completed the survey. Given that 104 TQP and SEED grants were terminated nationwide, the survey results reflect a small subset of the total affected population and as a result, significantly understates the likely impact of cancellations. In fact, in a March 12 court filing, Chief of Staff Rachel Oglesby confirmed the Department of Education cancelled 104 out of 109 active TQP and SEED grants (95% of all awards).

Impact of Grant Cancellations on Survey Respondents

36

Grantees representing 22 states and all four major census regions

1,806+

Teacher candidates receiving direct financial support

\$131.1M

Cancelled out of the nearly \$263M awarded

259+

Accepted candidates who declined to enroll due to cancellations

127+

Enrolled candidates who left their program due to cancellations

The responses demonstrate that grant cancellations:

- Had significant financial losses. Out of the more than \$262.8 million originally awarded in grants among those that responded to the survey, roughly half of the funds were never made available to educator preparation programs.
- Affected programs in all parts of the United States. Respondents in all four census regions and supporting districts of all types noted that they were impacted by grant cancellations
- Cost teacher candidates and educators opportunities for preparation. Respondents reported that candidates lost stipends mid-year, took on debt or additional jobs, or left programs entirely.
- Scope of Data: The metrics in this report represent a subset of affected programs. True nationwide impacts are substantially broader.

Key Findings



Finding 1:

The large majority of respondents were using funds to prepare teacher candidates in under-resourced schools and content areas, and expressed concerns over cancellations exacerbating the need for teachers where there is already significant need.

Of 30 respondents, 87% indicated that funds were supporting the preparation of teacher candidates in areas where their state or local area has had a shortage of teachers, including early childhood education, STEM subjects, and special education. In addition, of the 23 respondents who provided a response, 91% indicated that candidates were being prepared to teach in a Title I-eligible school. Respondents shared in open-ended responses how the removal of funding has or would almost certainly make it harder to fill shortages in already high-need subjects and schools.

"The cancellation impacted a graduate school psychology program, one that is a high-need and critical shortage area in our state and across the nation. The cancellation impacted the ability of some campuses to continue to offer the program."

— IHE, Indiana

"Partner districts lost an important pipeline of new teachers specifically prepared for their school communities. Ultimately, the cancellation interrupted a promising model for preparing and retaining teachers in the schools that need them most. It reduced both the depth of candidates' clinical preparation and the support systems that help new teachers enter the progression with confidence and commitment."

— IHE, Mississippi



Finding 2:

Cancellations have created significant financial and personal hardships for teacher candidates and educators.

Seventy-four percent of respondents reported using funds to provide direct financial support (e.g., scholarships, living stipends) to teacher candidates. Fifty percent of those respondents reported an allocated amount that was 40% or more of their originally awarded funds. Twenty-one percent of respondents reported that 1,806 teacher candidates were receiving direct financial support through their grants, with a median of 23 candidates receiving financial support per respondent. Ten respondents reported that a total of 127 candidates left their program before completing due to cancellations.

Respondents described candidates taking second and third jobs, going into debt, entering the profession underprepared, or leaving clinical placements to find paid work — often mid-semester, with no notice. They similarly highlight how grant cancellations have led to layoffs among their own teams or at partner schools and districts, as well as unmanageable workloads.

"Finding out the TQP grant was cut was devastating news to hear. It feels like a rug has been pulled from under me... The TQP grant was like a beacon of light for us paraprofessionals. It filled us with hope and allowed us to feel fully supported in our efforts to obtain our goals of becoming teachers."

— IHE, Massachusetts

"The thought of this program being cut so close to my completion of it has me anxious and distracted in all aspects of my life. This includes a negative effect on my sleep at night [...] This program has been essential for me [...] Since joining the TQP program, I have experienced so much support and guidance and I am so grateful. It will be tragic if this program gets cut."

— IHE, Massachusetts

"Teacher candidates were in the middle of their semester when the grants were cancelled. Our candidates were enrolled in an intensive residency program, spending 60% of the workday in a licensed teacher's classroom. This allowed them to focus on the hands-on experience and the course of study completing 12 credit hours per semester. When funds were cancelled they were left without financial support to be able to complete their residency program."

— Nonprofit, New Mexico

"The cancellation (and then reinstatement and then re-cancellation!) caused a great deal of anxiety for our team who were paid by the grant, imposed stress on our very finite local resources as we covered gaps in the interim, and created a great deal of work for our leaders as we worked with both University lawyers and with possible funders for the months following February 2025."

— IHE, Missouri



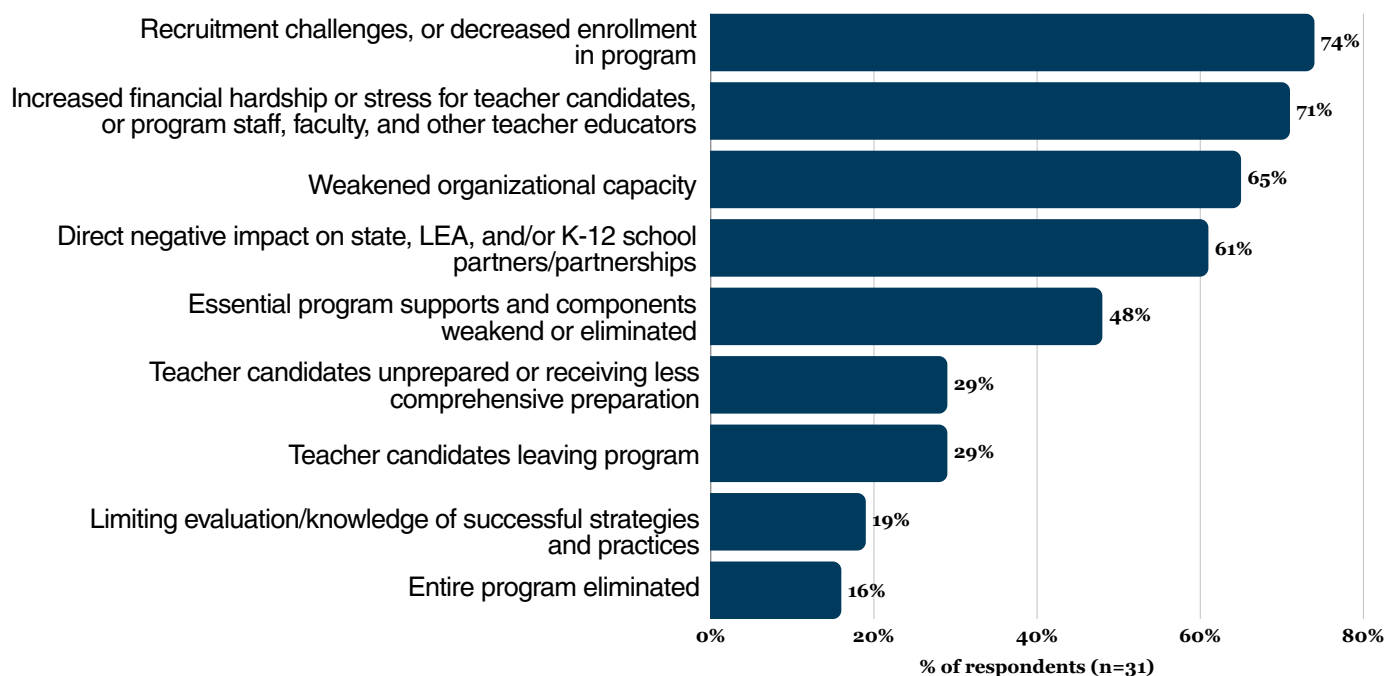
Finding 3:

There is significant concern about recruitment and enrollment— most expect them to keep decreasing with some already facing challenges.

Thirty-nine percent of respondents reported that teacher candidates who were already accepted into their programs have since declined to enroll as a result of grants being cancelled, while 32% reported being unsure and 29% reported none having declined yet. Seven respondents reported 259 accepted candidates declining to enroll.

In open-ended responses, the large majority of respondents (74%) expressed concerns about current or anticipated challenges due to grant cancellations. They explained how grant cancellations have reduced the support and incentives they can offer to candidates, as well as forcing them to cut staff or programming specifically dedicated to recruitment.

Figure 1. Percent of Respondents Mentioning Different Themes or Types of Impact in Open-Ended Responses



"The loss of federal grant funding has had a clear impact on our ability to recruit teacher candidates. Although we receive some state and philanthropic support for residency programs, the variability in funding levels and timelines prevents us from offering guaranteed or clearly defined scholarship support during recruitment. Importantly, our programs that previously benefitted from SEED grants do not have alternative scholarship funding and as a result, cohort sizes in those programs are notably smaller than during years when SEED funding was available."

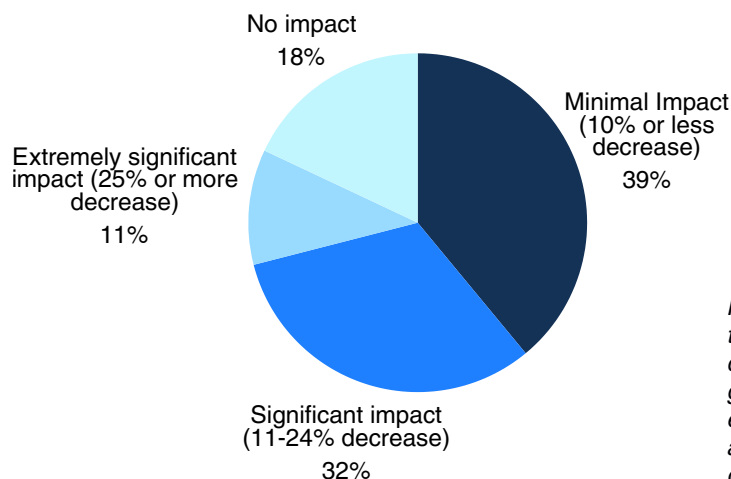
— IHE, Minnesota

"[Our funds] were used specifically for recruitment and retention. With positions needing to be cut, it decreases our ability to recruit and provide support services."

— IHE, Texas

In addition, while many respondents were unsure about the impact on their recruitment for or during the 2025-26 academic year, the large majority (82%) expect the cancellations to have some kind of impact on recruitment for the upcoming 2026-27 academic year. Forty-three percent reported believing it will have a significant or extremely significant impact, 39% believe it will have a minimal impact, and only 18% believe it will have no impact at all.

Figure 2. Perceived expected impact of cancellations on new teacher candidate enrollment for 2026-27 (n=28)



Note: Data for Figure 2 reflect responses to the following question: "What impact do you expect the cancellation of federal grants to have on new teacher candidate enrollment for the next 2026-27 academic year?" 28 of 36 respondents gave a response.

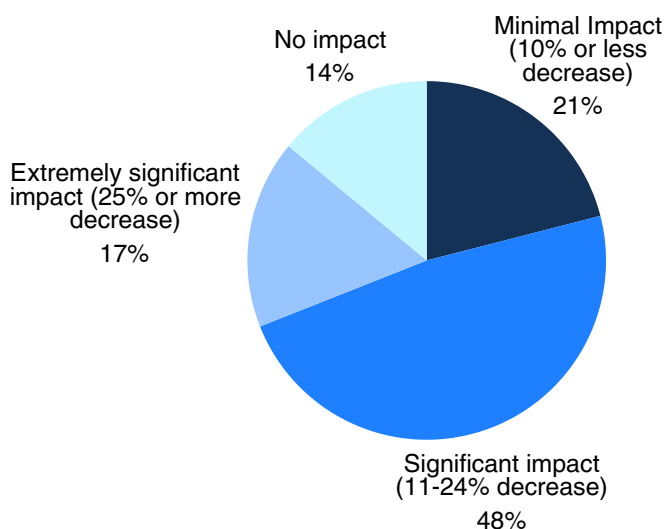


Finding 4:

Grants are a key source of support for educator preparation programs, and all organizations involved – including states, schools and districts – incurred significant operational costs due to cancellations.

Eighty-six percent of respondents reported grant cancellations have impacted the overall capacity of their organization or programs, with 66% describing the impact as significant or extremely significant. Several respondents described having to lay off instructional coaches, program managers, and faculty; taking on institutional debt; and, in a number of cases, being kept afloat only by emergency funding from state and local partners, as well as philanthropy – which several noted as a temporary, unsustainable stopgap in comparison to the federal funds they had been receiving.

Figure 3. Perceived impact of cancellations on overall capacity of organization or program(s) (n=29)



Note: Data for Figure 3 reflect responses to the following question: "To what extent has the cancellation of federal grants impacted the overall capacity and/or operations of your school/college/department of education, or program(s) (e.g. staff size, budgets)?" 29 of 36 respondents gave a response.

"If our current foundation withdraws support, the impact would be catastrophic and we will be forced to close our residency program. We were relying on TQP's five-year timeline to transition from temporary philanthropic funding to a sustainable model. Reversing this federal funding does not just hurt a successful university initiative; it suffocates a critical pipeline of highly prepared teachers for our partner districts."

— IHE, Connecticut

"Institutional and other grant funds have kept us going, but we are not able to do the work that is needed to recruit and retain teachers. I feel like our hands are strapped and we are prevented from meeting the needs of our districts that are struggling with vacancies and retention."

— IHE, South Carolina

"We lost a total of 6 faculty and staff members who were preparing teacher, principal, and superintendent candidates. This was a devastating loss for our team of 24."

— IHE, North Carolina

"The mid-year cancellations were detrimental and a huge distraction of time and resources [...] It required a major effort across IHE and K-12 systems to figure out what was going on and what we could do about it. Our primary goal was to not have our teacher candidates feel the remarkable disruption, so our partnership was forced to absorb unplanned costs."

— IHE, California

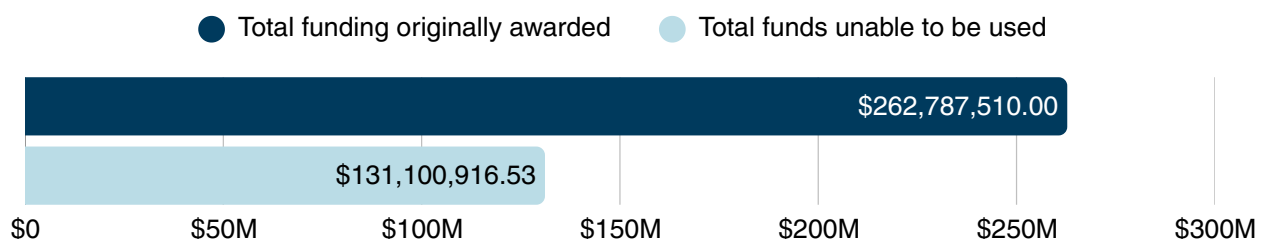


Finding 5:

The cancellations were financially and geographically sweeping – and abrupt.

Of the 34 respondents who were able to report figures, \$262.8 million in federal funds had originally been awarded to these programs. Of that, a total of \$131.1 million — just over half — became unavailable once grants were terminated. In many cases, grants were terminated early or mid-cycle, though some were canceled before funds were dispersed. As a result, the percentage of originally awarded funds that were rendered unavailable: Ranges from 20% to 100%. Seventy percent of respondents had at least half of their original grant funds left unspent when the awards were cancelled.

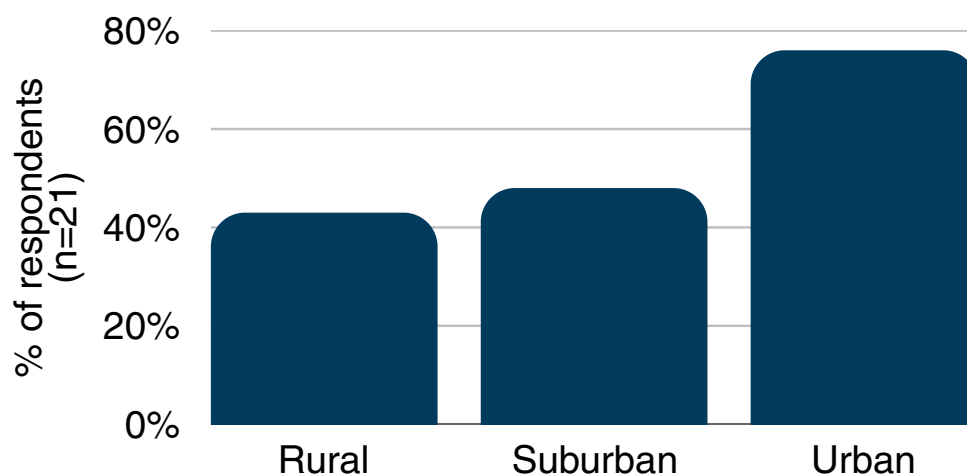
Figure 4. Amount of federal funding originally awarded and unable to be used due to grant cancellations



In addition, respondents were using funds to recruit and prepare teachers in 21 states across all four major census regions. Of the 23 respondents reporting district counts, funds were being used to prepare teacher candidates in 210 local education agencies (LEAs). Of the 21 respondents reporting district geographic information, 43% reported using funds for teachers in rural districts, 48% for suburban districts, and 76% for urban districts.

In open-ended responses, respondents emphasized the detrimental impact of these abrupt cancellations. Because many occurred mid-school year or mid-grant cycle, educator preparation providers were forced to unexpectedly halt essential resources and support for teacher candidates, faculty, staff, and partner districts. Notably, these canceled funds had directly sustained vital assistance for aspiring teachers, including stipends used to offset basic living expenses.

Figure 5. Geographic locales of LEAs where respondents were using funds to prepare teachers



Note: Data for Figure 5 reflect responses to the following question: "Were teacher candidates enrolled in programs affected by federal grant cancellations training or completing their clinical experience in any of the following types of districts? Please select all that apply." Twenty-one of 36 respondents gave a response.

"The SEED grant supported pre-service teachers with immersive professional learning, mentoring and coaching ... It provided texts, resources, online courses, and access to schools. None of this was available to the candidates for the final year of the project."

— Nonprofit, California

"Loss of funding resulted in: (1) cancellation of summer programming in two districts to use as a recruiting tool, as well as to prepare experienced teachers to be mentor teachers for candidates in the program, (2) loss of a program manager who would have developed and facilitated various recruitment strategies, (3) wraparound support for candidates was withdrawn and future candidates chose to apply to other institutions; (4) materials and development of our website was halted; and (5) financial aid workshops and research to find alternative funding were cancelled."

— IHE, Massachusetts

"Without financial assistance, many students did not return to the program. We could not offer assistance to those we recruited for the next cohorts. We had to let the assessment coordinator go and could not hire additional faculty, and Praxis resources are no longer available."

— IHE, Louisiana

"We have had 3 staff positions cut, which may not seem significant but with the size of our University, it definitely is. The loss of Title V and "Promoting Post baccalaureate Opportunities for Hispanic Americans" grants guts the infrastructure for graduate and online programs, which previously relied on federal support to provide instructional design and student services."

— IHE, Texas

Looking Forward - Policy Recommendations

As programs navigate this significant period of change and significant disruption, a forward-looking strategy must pair targeted federal investments with strong governance safeguards, systemic workforce policy, and candidate-centered financial supports.

Maximize Federal Appropriations with Enhanced Governance Safeguards

FY2027 Funding Priorities

Congress should appropriate requested funding levels for key educator preparation programs, including, but not limited to, at least:

\$130M Teacher Quality Partnership

\$173M Teacher and School Leader (TSL) Incentive Fund

\$132M Supporting Effective Educator Development (SEED)

\$45M Augustus F. Hawkins Centers of Excellence

\$2.4B ESEA Title II-A

\$135M IDEA Part D Personnel Preparation

Over time, increase the federal government's funding support for these vital programs beyond these levels in order to ensure all students have access to a high-quality educator workforce.

Enact Enhanced Statutory Protections to Safeguard Congressional Intent and Program Funding

Statutory language within all appropriations bills must include explicit protections requiring executive agencies to expend appropriated funds strictly as designated by Congress, in order to prevent arbitrary funding terminations or administrative diversions.

Ensure Objective Grant Awarding Criteria

To protect federal investments, grant allocation procedures should strictly adhere to non-partisan, evidence-based review standards that prioritize high-need subject areas, Title I schools, and demonstrated effectiveness, rather than administrative or non-evidence-based considerations.

Enact Systemic Educator Workforce Reform

Enact the Quality Educator Partnership Act sponsored by Senator Jack Reed and Representative Alma Adams to establish the Office of Educator Workforce, authorize competitive educator preparation partnership and state workforce design grants, and create a National Educator Service Corps providing tuition assistance, living stipends, and clinical residency support in exchange for service in high-need schools.

Streamline and Bolster Candidates' Ability to Afford High-Quality Preparation

- **Professional Degree Recognition:** Enact the Professional Student Degree Act (H.R. 6718), which would add education degrees to the list of professional degrees for the purposes of student loan borrowing, and extend the bill's provisions to post-baccalaureate certificates and doctoral degrees to ensure education candidates retain appropriate access to federal student loans.
- **Federal Work-Study (FWS) Flexibilities:** Advance the *Head Start for Our Future Act (S.2166)* and the *Opportunities for Success Act of 2025 (H.R. 6606)* to allow FWS funds to be utilized in early childhood programs, registered apprenticeships, and teacher residencies.
- **Targeted Program Enhancement:** Support the TEACH Improvement Act (S.4415) to enhance grant awards and strengthen institutional program completion requirements, and enact the PATHS to Tutor Act (H.R. 6532 / S. 3406) to expand high-impact tutoring partnerships between preparation programs and local education agencies.
- **Affordability and TEACH Grant:** Support the DIVERSIFY Act ([S. 5431](#) and [H. R. 10518](#)) to increase the TEACH Grant award to support middle- and low-income students interested in becoming teachers.

About the Survey and Data

- The National Center for Teacher Residencies (NCTR), AACTE (American Association for Colleges of Teacher Education), and Deans for Impact (DFI) co-designed the survey. Respondents received and completed the survey between February 23 and June 5, 2026.
- NCTR distributed the survey to a total of 115 organizations that had a SEED, TSL, and/or TQP grant cancelled. Of the 115 organizations, 29 responded, or 25%. An additional seven organizations in NCTR's, AACTE's, and/or DFI's membership that had one of the aforementioned or following grants cancelled also responded: AmeriCorps, School-Based Mental Health Services Program, or Title IIa or III funding. In total, 36 organizations completed the survey.
- Of the 36 respondents to complete the survey, 22 had a TQP grant cancelled (33%), 12 had a SEED grant cancelled (33%), and smaller numbers and percentages had some other type of federal grant cancelled including American History and Civics National Activities Grant (n=1, 3%), AmeriCorps (n=3, 8%), Augustus F. Hawkins Centers of Excellence Program (n=1, 3%), National Science Foundation Racial Equity Grant (n=1, 3%), School-Based Mental Health Service Grant (n=5, 14%), Title II-A (n=2, 6%), Title III or National Professional Development Grant (n=1, 3%), and/or Title V (n=2, 6%). Organizations may have been receiving multiple types of grants so percentages may add up to more than 100%.
- The 36 respondents are located across 21 different states that cover all four census regions of the United States. 6 respondents are located in the Midwest (17%), 4 in the northeast (11%), 16 in the south (44%), and 10 in the west (28%).
- Thirty respondents are institutions of higher education (IHE; 83%), 5 are nonprofit organizations or preparation providers (14%), and one is a local education agency (LEA; 3%).
- All questions were optional; sample sizes (n) vary by question and are noted throughout.
- All financial and enrollment figures are self-reported by grantees.
- Open-ended responses were coded thematically across responses to all open-ended questions by respondent; theme counts reflect mentions for a single respondent, and are not mutually exclusive categories (i.e., a single respondent's responses may be coded as multiple themes). All quoted responses have been de-identified in order to protect respondent privacy and confidentiality.



www.nctresidencies.org



www.aacte.org



www.deansforimpact.org