

March 9, 2020

The Honorable Rosa DeLauro
Chairwoman
House Labor-H Approps. Subcom.
Washington, D.C. 20515

The Honorable Nita Lowey
Chairwoman
House Appropriations Committee
Washington, D.C. 20515

The Honorable Tom Cole
Ranking Member
House Labor-H Approps. Subcom.
Washington, D.C. 20515

The Honorable Kay Granger
Ranking Member
House Appropriations Committee
Washington, D.C. 20515

Dear Chairwoman DeLauro, Ranking Member Cole, Chairwoman Lowey, and Ranking Member Granger:

The undersigned organizations understand the importance of a teaching workforce that better reflects the racial diversity of our nation's students. Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), Hispanic Serving Institutions (HSIs), and other Minority Serving Institutions (MSIs) have been instrumental in educating our nation's racially and ethnically diverse teachers. To support these institutions of higher education we request that the House Appropriations committee allocate \$40 million to fund the Augustus F. Hawkins Centers of Excellence grant program under Title II of the *Higher Education Act* (HEA) of 1965. This program provides competitive grants to HBCUs, TCUs, HSIs, and other MSIs to prepare current and future teachers and school leaders to be profession-ready, certified, and licensed.

There are clear benefits to having a teaching workforce that reflects our nation's population. Research shows that all students benefit from having diverse teachers. This is especially true for students of color who demonstrate greater academic achievement and social and emotional development in classes with teachers of color.¹ Studies show that Black teachers are more likely to recommend high-achieving Black students for talented and gifted programs, which eliminates the gap in access to these programs.² Research also indicates that racially diverse students perform better in school when they have had at least one same race teacher.³ Yet, 80% of the United States teaching workforce identifies as white, while 40 percent of people and over half of all students in the United States identifies as non-white.⁴ We must invest in the strategies and interventions that have proven to be effective at producing a racially and ethnically diverse teaching workforce.

HBCUs, TCUs, HSIs, and other MSIs, collectively, award only 11% of the nation's bachelor's degrees in education, yet they produce more than 50% of the bachelor's degrees earned in education by Hispanic, Native Hawaiian and Pacific Islander students.⁵ HBCUs graduate approximately 50% of the nation's African American teachers with bachelor's degrees.⁶ HSIs prepare 90% of Hispanic teachers, and along with other MSIs, constitute a vital pipeline to maintain diversity among our nation's teachers.⁷ We should continue to support the organizations that are already doing a great job at producing our nation's racially and ethnically diverse teachers. We support the Augustus F. Hawkins Centers of Excellence Grant program under Title II of the HEA because this program would provide critical funding to HBCUs, TCUs, HSIs and other MSIs that can be used to enhance educator preparation programs by providing extensive clinical experience amongst other things. This funding can also be used to provide financial aid to prospective teachers helping to eliminate a key barrier to a diverse educator workforce as students of color are more heavily impacted by the high cost of college and student loan debt.⁸ We the undersigned believe that investing in this grant program is key to producing a diverse teaching workforce that better reflects our nation's student population.

We the undersigned support appropriating \$40 million for the Augustus F. Hawkins Centers of Excellence grant program without negatively impacting other education programs, by supporting a robust allocation to the Labor HHS Education subcommittee and adequately funding education within LHHS-Education. This program supports educational institutions that have been instrumental in ensuring that our teaching workforce reflects the demographics of our students and the Nation. We look forward to working with you, to secure passage of this request.

Sincerely,

American Federation of Teachers
Asian American & Pacific Islander Association of Colleges and Universities
Augustus F. Hawkins Foundation
Center for American Progress
Education Reform Now
Educators for Excellence
EDGE Consulting Partners
Learning Policy Institute
Mississippi First
National Association for Equal Opportunity in Higher Education (NAFEO)
National Association of Secondary School Principals
National Center for Learning Disabilities
National Council on Teacher Quality
New America, Education Policy Program
Teach Plus
The American Indian Higher Education Consortium

The Education Trust
Thurgood Marshall College Fund
United Negro College Fund

¹ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

² Jill Barshay, “Bright Black Students Taught by Black Teachers Are More Likely to Get Into Gifted-and-Talented Classrooms,” *The Hechinger Report*, January 19, 2016, available at <https://hechingerreport.org/bright-black-students-who-are-taught-by-black-teachers-are-more-likely-to-get-into-gifted-and-talented-classrooms/>;

Baskerville, Lezli et al., “The Role of Historically Black Colleges and Universities in Faculty Diversity in American Federation of Teachers,” *American Educator*, www.aft.org.

³ David Figlio, “The Importance of a Diverse Teaching Force” (Washington: Brookings Institution, 2017), available at <https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/>.

⁴ American Association of Colleges for Teacher Education, “AACTE Releases First National Data Report on Teach Preparation Profession,” Press release, March 20, 2013, available at <https://aacte.org/2013/03/aacte-releases-first-national-data-report-on-teacher-preparation-profession/>.

⁵ Branch Alliance for Educator Diversity, “Homepage,” available at <https://www.educatordiversity.org/>

⁶ Jacqueline Jordan Irvine and Leslie T. Fenwick, “Teachers and Teaching for the New Millennium: The Role of HBCUs,” *The Journal of Negro Education* 80 (3) (2011): 197–208, available at

<http://www.jstor.org/stable/41341128>; National Association for Equal Opportunity in Higher Education: Comments to the Department of Education proposed rule changes for teacher preparation programs available at: http://nafeonation.org/wp-content/uploads/2015/01/NADEC_Teacher_Prep_Regulations_Discussion_Document_2-2-15_.pdf.

⁷ Hispanic Association of Colleges and Universities, “Teacher Diversity,”

<https://www.hacuadvocates.net/teacherdiversity?1>.

⁸ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*.

Palo Alto, CA: Learning Policy Institute; Bayliss Fiddiman, Colleen Campbell, and Lisette Partelow, “Student Debt: An Overlooked Barrier to Increasing Teacher Diversity,” July 2019 Center for American Progress

<https://www.americanprogress.org/issues/education-postsecondary/reports/2019/07/09/471850/student-debt-overlooked-barrier-increasing-teacher-diversity/>.