

**Written Testimony of Desiree Carver-Thomas
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**Before the House Appropriations Subcommittee on Labor, Health and Human Services, Education,
and Related Agencies**

**U.S. House of Representatives
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Chair DeLauro, Ranking Member Cole, and Members of the Subcommittee, thank you for your invitation to participate in this hearing. My name is Desiree Carver-Thomas. I am a Researcher and Policy Analyst at the Learning Policy Institute (LPI). LPI conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, we seek to advance evidence-based policies that support empowering and equitable learning for each and every child.

I am honored to be here to discuss the federal role in supporting teacher diversity so all children have access to quality educational opportunities that support their learning. Today, I will describe the research that demonstrates the importance of teacher diversity, discuss the barriers to increasing teacher diversity, and share evidence-based strategies the federal government can support for better recruiting and retaining teachers of color.

Along with colleagues at LPI, I have been deeply engaged in research to synthesize what we have learned about teacher diversity. The large body of evidence demonstrates that teachers of color contribute to all students' social, emotional, and academic development, with research showing particularly strong benefits for Black students taught by Black teachers. As of 2017, only 21% of the country's teachers were people of color, despite people of color making up about 40% of the U.S. population. Teachers of color encounter barriers to entering and staying in the profession, but research points to promising practices for increasing teacher diversity.

The benefits of being taught by teachers of color

While all teachers require intentional, culturally based preparation to reach an increasingly diverse student population,¹ greater diversity in the teaching profession can also have positive impacts on student educational experiences and outcomes. The research has shown this to be especially true of Black teachers teaching Black students; however, having teachers of color benefits white students and teachers as well, as these teachers provide cultural knowledge and positive role models that enrich the whole school community.

Many teachers of color report feeling called to teach in low-income communities of color, positions that are often difficult to fill.² Nationally, three in four teachers of color work in the schools serving the most students of color.³ Teachers of color play an important role in filling gaps in these schools, and their retention decisions have significant impacts on students of color.⁴

Several studies have found that teachers of color boost the academic performance of students of color, particularly when Black teachers teach Black students. One analysis of Tennessee STAR test score data found that Black elementary students with Black teachers had reading and math test scores 3 to 6 percentile points higher than students without Black teachers and that gains in

test scores accumulated with each year students were in a class with a Black teacher.⁵ Another analysis of the same data found that Black k–3 students assigned to a Black teacher in their first year of the STAR program were 15% less likely to drop out of high school and 10% more likely to take a college entrance exam.⁶

Longitudinal data from North Carolina showed similar long-term benefits. Black students who were assigned to a class with a Black teacher at least once in grades 3 to 5 were less likely to drop out of high school and more likely to aspire to go to college.⁷ Having at least one Black teacher in grades 3 to 5 cut the high school dropout rate in half for Black boys. Black boys from low-income families who had at least one Black teacher were 39% less likely to drop out of high school than those who had never had a Black teacher. For Black students identified as being from “persistently low-income”⁸ families, having a Black teacher increased their intentions of going to college by 19%—and by 29% for Black boys specifically.

In other words, the benefit of having a Black teacher for even 1 year in elementary school can persist over several years, especially for Black students from low-income families. However, less than half of the Black students in the sample population in this study were taught by a Black teacher in grades 3 to 5. Notably, Black teachers tended to have similar effects on non-Black students, though these effects were smaller and not statistically significant. Other studies of North Carolina student test scores have found similar effects of being taught by a Black teacher.⁹

In addition to academic benefits, students of color can experience social and emotional benefits from having teachers of color. A study of North Carolina elementary, middle, and high school students found that Black students who had been taught by more Black teachers in a school year were less likely to experience suspension and expulsion, including for incidents that would require a subjective judgment, such as “willful defiance.”¹⁰ Non-Black students also had lower likelihoods of discipline when taught by a Black teacher, though the effects were less drastic.

Research identifies a variety of reasons for the positive educational experiences students of color often have when taught by teachers of color: Teachers of color have a role model effect, whereby students of color identify with seeing people of color in professional roles.¹¹ Teachers of color can also reduce the sense of stereotype threat many students of color feel (the phenomenon of underperforming because of anxiety associated with feeling viewed as less competent or valued as a function of one’s group membership),¹² and they typically have high expectations for students of color.¹³ Teachers of color often function as cultural translators and advocates for students of color¹⁴ because they have multicultural awareness,¹⁵ and they tend to provide high quality instructional support to students of color.¹⁶

Dr. Gloria Ladson-Billings, the former Kellner Family Professor of Urban Education at the University of Wisconsin–Madison, describes the broader benefits of a diverse profession this way: “I know we keep hearing . . . we need more Black teachers, we need more Latinx teachers, but we say that as if we need Black teachers for Black students, or we need Latinx teachers for Latinx students. We need these teachers, period.”¹⁷

Indeed, studies suggest that all students, including white students, benefit from having teachers of color as they bring distinctive knowledge and role modeling to the student body as a whole. A

study using survey data of grade 6 to 9 students analyzed their perceptions of Black, Latino/a, and white teachers on measures that included feeling cared for and academically challenged, among others.¹⁸ Several models controlling for student, teacher, and school conditions, consistently found that students of all backgrounds expressed highly favorable perceptions of Black and Latino/a teachers, rating them among the most supportive across multiple measures. Other research has found that ratings of teachers on this survey can predict learning gains for students.¹⁹ These findings suggest that all students can benefit from greater teacher diversity.

Status of the workforce today

At 21% of the teacher workforce in 2017–18, teachers of color constitute an increasing share of the U.S. teacher workforce.²⁰ They made up just 12% of the workforce 30 years ago.²¹ Still, that share is disproportionately low compared with the proportion of people of color in the nation (about 40% in 2020).²² It is also too low to meet the demand from school districts and families.²³ While the population of teachers of color as a collective group is growing, Black and Native American teachers represent a declining share of the teaching force. Black teachers made up more than 8% of teachers in 1987 but only 6.7% in 2017–18.²⁴ Similarly, the share of Native American teachers declined from 1.1% in 1987 to 0.5% in 2017. Meanwhile, the percentage of Latino/a teachers increased from 2.9% in 1987 to 9.3% in 2017. The share of Asian American teachers increased from 0.9% to 2.1% over the same period.

The important role of teacher turnover

High turnover rates have offset successful recruitment of teachers of color in recent years and continue to contribute to unmet demand for teachers of color.²⁵ In addition to negatively impacting student achievement, high teacher turnover rates exacerbate teacher shortages because inexperienced and underprepared teachers—those with some of the highest turnover rates—are often hired in place of those who leave, resulting in a “revolving door” of teachers.²⁶ A key step to increasing the proportion of teachers of color in the workforce is addressing the factors that contribute to their decisions to move schools or leave teaching.

An estimated 90% of teacher demand each year is driven by teachers who leave the profession,²⁷ with two thirds of these teachers leaving for reasons other than retirement.²⁸ Perhaps because they tend to teach in the schools with the greatest levels of student need, teachers of color leave their schools at a higher annual rate than do white teachers (more than 10% vs. about 8%), although they leave the profession at similar rates.²⁹ The overall teacher mover rate has remained steady at 8%, but the mover rates for teachers of color increased from 7% to 10% between 1992 and 2013. Teacher mover rates have serious impacts on students in high-turnover schools. Thus, higher mover rates among teachers of color disproportionately impact students of color and students in poverty, whom teachers of color most often serve.³⁰

Barriers to recruiting and retaining teachers of color

Student loan debt

The increasing debt burden of college may play a role in declining interest in education careers. The average student loan balance increased nearly 60% between 2005 and 2012 to about \$25,000.³¹ College students are less likely to pursue low-paying jobs, such as teaching, when they expect to incur more debt.³² This is especially true for students of color.³³ According to a

study of college loan debt, even expecting the same debt burden and postgraduation salary as white students, undergraduate and graduate Black, Latino/a, and Asian American students were more likely to report that loans limited their choice of educational institution, and Latino/a students were most likely to report feeling limited by loans.³⁴ Black students were more likely to report that they wished they had borrowed less, that they changed their career plans because of their loans, or that their loan payments were burdensome.

Student loan debt is much greater for Black students than for white students, and both the amount of debt and the gap between Black and white borrowers grows substantially over time. Based on an analysis of loan data, Black undergraduates graduate with about \$7,400 more debt than white graduates but have in excess of \$25,000 more debt than white graduates 4 years after graduation.³⁵ And Black graduates owe \$43,000 more than white graduates 12 years after graduation.³⁶ This debt gap is due to greater undergraduate borrowing, greater graduate school borrowing, and greater loan interest accumulation when interest accrues faster than loan payments are made. Latino/a college students tend to borrow about as much as white borrowers, but their loan default rates are about twice as high, suggesting that even the same debt amount presents a greater relative burden. Additionally, an analysis of federal financial aid data found that compared to other racial and ethnic groups, white students were the least likely to come from families that could not contribute financially to their higher education.³⁷

Access to comprehensive preparation

Currently, college students of color are less likely to enroll in teacher preparation programs than white college students, despite an increase in overall college enrollment over the past 2 decades for students of color.³⁸ Perhaps due to college affordability issues, teachers of color are more likely to enter the profession through an alternative certification pathway than white teachers. Research shows that teachers who do not get comprehensive preservice preparation leave at two to three times the rate of those who do.³⁹ Although alternative certification programs vary, these teachers, on average, complete less coursework and student teaching, if any, and teachers entering through alternative pathways are more likely to leave their schools or leave the profession (even after controlling for other teaching and school conditions) than teachers certified through traditional pathways.⁴⁰ State Title II data show that enrollments in both traditional and alternative certification programs have been declining over the past decade, but candidates of color were 44% more likely to enroll in an alternative certification program in 2014–15 than in 2008–09. In 2014–15, more than 1 in 5 candidates of color enrolled in an alternative certification program, more than twice the rate of white candidates.⁴¹

For Black teachers, alternative certification has become increasingly common. In 2012, Black teachers in their first years of teaching were three-and-a-half times as likely to have no student teaching experience compared to all other first-year teachers (28.2% vs. 7.9%), a discrepancy driven by disproportionate entry through alternative certification routes and emergency hiring. Nearly half of newly hired Black teachers were certified through an alternative pathway, compared to just 22% of all other first-year teachers.⁴²

Teaching conditions

Teaching conditions can discourage teachers of color from staying at the same school or even staying in the profession. Teachers of color are most likely to teach in schools serving a majority

of students of color. Scholars have noted that schools that serve the most students of color are often underresourced and contend with a range of challenges, including accountability pressures and a lack of support.⁴³ For teachers of color, specifically, an analysis of 2011–13 nationally representative teacher survey data found that turnover was strongly associated with a lack of classroom autonomy and school influence.⁴⁴ Studies have also shown that some teachers of color face racial discrimination and stereotyping in their schools, which contributes to turnover.⁴⁵

Effective school leaders can influence several teaching conditions in a school and can help create environments in which teachers of color want to continue to teach. Research demonstrates that principal leadership and support are among the most important factors in teachers' decisions about whether to stay in a school or in the profession.⁴⁶ Poor school leadership more than doubles the likelihood that teachers, in general, will move or leave their classrooms and schools.⁴⁷ In the quartile of schools with the most students of color, teachers are almost twice as likely to report severe dissatisfaction with their site leaders compared to teachers in schools with the fewest students of color.⁴⁸ Not surprisingly, then, principal quality disproportionately influences the attrition of teachers of color.

Promising practices

Increasing the number of teachers of color in the workforce requires both intentional preparation and providing ongoing support to overcome the barriers to recruitment and retention described above. Fortunately, programs and initiatives across the country provide evidence that an intentional and sustained approach to recruiting and retaining teachers of color can be successful. This section describes policy strategies for recruiting and retaining teachers of color and examples of how they have been implemented. There is a role for federal, state, and local governments to play in supporting these policy strategies.

Comprehensive preparation: Service scholarships, loan forgiveness, and teacher residencies

The federal government can support candidates of color by underwriting the cost of teacher preparation. Financial support can encourage more students of color to pursue a teaching career—and to do so through a high-quality program that leads to greater retention.

Service scholarship and loan forgiveness programs cover or reimburse a portion of tuition costs in exchange for a commitment to teach in high-need schools or subject areas, typically for 3 to 5 years. At the federal level, this includes the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, the Teacher Loan Forgiveness (TLF) Program, and the Public Service Loan Forgiveness (PSLF) Program, all of which have service commitments ranging from 4 to 10 years. Research indicates that loan forgiveness and service scholarship programs are effective at recruiting teachers, especially when they underwrite a significant portion of educational costs.⁴⁹ A study of the correlation between financial incentives and teacher diversity found that the availability of loan forgiveness in a district was associated with an increase in teachers of color of nearly 4 percentage points—25% more than the average district.⁵⁰

Teacher residencies—modeled on medical residencies—are another promising high-retention approach to preparing teachers of color. Teacher residencies are partnerships between districts and universities that subsidize and improve teachers' training to teach in high-need schools and in high-demand subject areas.⁵¹ There are at least 50 residency programs currently operating

around the country. Participants spend a year working as apprentices with highly effective mentor teachers while completing related coursework at partnering universities. During this time, residents receive financial support, often in the form of a stipend and tuition assistance. They commit to teaching an additional 3 to 4 years in their districts, with ongoing mentoring support. Teacher residents gain extensive classroom experience by learning from an accomplished veteran teacher in a high-need school before becoming solely responsible for their own classes. This increases their chances of success as classroom teachers.⁵²

Research on teacher residency programs shows that they are effective both in bringing more teachers of color into the profession and in preparing them to stay for the long term. Nationally, about 49% of residents are people of color, far more than the 21% of teachers who are people of color nationally.⁵³ Principals find graduates of residency programs to be well prepared and, in many cases, to be better prepared than typical new teachers. In addition, a review of residency program evaluations shows that residents tend to have higher retention rates over time than nonresident teachers.⁵⁴

Mentorship and induction support

Comprehensive induction and mentoring can support beginning teachers of color in their first years of teaching. Induction often includes being matched with a veteran mentor teacher and can also include seminars, classroom assistance, time to collaborate with other teachers, coaching and feedback from experienced teachers, and reduced workloads. Induction is especially effective when teachers participate in a comprehensive set of induction activities. First-year teachers who do not receive comprehensive induction are found to be twice as likely to leave teaching as those who receive comprehensive support.⁵⁵ However, the number of states supporting mentoring and induction programs decreased during the Great Recession, and a 2016 state policy review found that just 16 states provide dedicated funding for teacher induction.⁵⁶

An analysis of the Texas Beginning Educator Support System found that participants—who received a comprehensive program of instructional support, mentorship, and formative feedback—left teaching at significantly lower rates than did nonparticipating novice teachers in the state. The analysis also found improved retention rates among participants teaching in schools serving students of color and students from low-income families, where attrition rates tend to be higher and where teachers of color are most likely to teach.⁵⁷ The finding suggests that teachers of color, in particular, can benefit from participating in strong induction programs.

Improved school teaching conditions through improved school leadership

The federal government can support states and districts in providing training for school administrators so they can create work environments that encourage teachers of color to stay. Teaching conditions, and administrative support in particular, play a key role in teachers' retention decisions. Even if teachers are prepared for the challenges of teaching, undesirable teaching conditions can drive them to other schools or out of the profession entirely. School administrators are responsible for making hiring decisions, being instructional leaders, setting norms for students and staff, nurturing a positive and encouraging culture, keeping schoolwide systems running smoothly, and more.⁵⁸ When they are not able to do those things well, the consequences are teaching and learning environments that make it difficult for teachers of color to stay.

The body of research demonstrates that strong preservice leadership preparation, as well as ongoing professional learning, can make a difference in teacher retention.⁵⁹ A growing number of states are committing federal resources to strengthen school leadership in ways that can support efforts to recruit and retain high-quality educators.⁶⁰

Federal recommendations for supporting a diverse educator workforce

There are a number of opportunities for Congress and other federal policymakers to advance policies that will support a diverse and well-prepared educator workforce through the annual appropriations process and through other legislative vehicles. Additionally, all of the existing federal programs detailed below were created or updated on a bipartisan basis, demonstrating a broad-based understanding of the important federal role in building a strong and diverse teaching profession. Unfortunately, these programs have been historically underfunded or allowed to languish for a decade and a half without being substantially updated by Congress to reflect current contexts. While federal recovery funds are and can be used to support a diverse and well-prepared workforce,⁶¹ sustained federal efforts and investments will be needed to ensure each and every child has access to the learning opportunities necessary for success.

The bipartisan Consolidated Appropriations Act, 2022 provided some increases to programs that support high-retention pathways into teaching; however, it continued the federal government's historic role of underfunding these programs.⁶² In April 2021, as part of its American Families Plan, the Biden–Harris administration released a 10-year \$9 billion roadmap to support investments in a well-prepared and diverse educator workforce.⁶³ It included a range of policies, from investments in high-retention pathways into teaching and the ability to afford them to supports for educators serving in classrooms today. This proposal, which invested in many long-standing bipartisan programs, shrunk to about \$817 million in the Build Back Better Act, which passed the U.S. House of Representatives in November. This committee and the 117th Congress could work to support a diverse and well-prepared educator workforce through the four recommendations below:

1. *Update federal service scholarship and loan forgiveness programs so that diverse candidates can afford high-retention pathways into teaching.*

Our nation's teacher service scholarship program, **the TEACH Grant Program**, and its loan forgiveness programs, **the Teacher Loan Forgiveness (TLF) Program**, and **the Public Service Loan Forgiveness (PSLF) Program**, have not been substantially updated by Congress since George W. Bush was president⁶⁴ (there have been executive actions on these programs⁶⁵). Since that time, outstanding student loan debt has increased by over \$1 trillion,⁶⁶ and the cost of public college has increased by over 31%.⁶⁷ Further, two thirds of those who go into the education field take on between \$20,000 and \$50,000 worth of loan debt.⁶⁸ As discussed above, college cost and student loan debt burdens are higher barriers for people of color and act to stymie recruitment and retention of diverse educators. Teachers of color that do go into teaching are more likely than white candidates to go through alternative routes to certification,⁶⁹ likely due in part to these affordability barriers. These lower-quality pathways have turnover rates that are two to three times greater than high-retention pathways.⁷⁰ There are a number of steps Congress can take to ensure that diverse candidates can afford high-retention pathways into teaching:

- Created by the bipartisan College Cost Reduction and Access Act of 2007, the **TEACH Grant Program** provides scholarships of \$4,000 per year to undergraduate and graduate students who are preparing for a career in teaching and who commit to teaching a high-need subject⁷¹ in a high-poverty school for 4 years. This grant is converted to a Federal Direct Unsubsidized Stafford Loan (with interest accrued from the date each grant was awarded) if a teacher does not fulfill their complete 4-year commitment. The grant award for this program has not been increased since it was created. Instead, it has been cut by roughly \$225 annually since 2013.⁷² These cuts will continue through 2029 without congressional action.⁷³ It also excludes early educators, and the harsh loan conversion penalty serves as a disincentive for postsecondary students to use the program and ultimately go into teaching. Congress could make the TEACH Grant Program more effective by ending the automatic cuts to the award and increasing it to \$8,000, reforming the loan conversion penalty, and ensuring early educators are eligible for benefits. Many of these reforms are included in the bicameral DIVERSIFY Act (H.R. 3393; S. 1780)⁷⁴ and the administration’s American Families Plan.⁷⁵
- **The TLF and PSLF programs** require teachers (and other public servants in the case of the PSLF Program) to slog through years of monthly payments on low salaries before having part or all of their federal student loan debt canceled. Specifically, the TLF Program, last updated by Congress in 2006,⁷⁶ provides up to \$5,000 in loan forgiveness for teachers that serve in high-need schools for 5 consecutive years. This amount can reach \$17,500 for (1) elementary and secondary teachers that serve in high-need schools and that teach special education and (2) for secondary teachers that serve in high-need schools and teach math or science. The PSLF Program, last significantly updated by Congress in 2007,⁷⁷ requires 10 years of monthly payments while serving in a public service position before completely retiring the remaining federal loan balance. These programs could be reconstituted to have the federal government make teachers’ monthly loan payments until they meet the service requirement to retire their debts completely. Doing so would save teachers hundreds of dollars each month and thousands of dollars over time while delivering a much-needed boost to both recruitment and retention. Further, Congress can make these programs more accessible and get teachers out from under loan debt faster by allowing teachers to count teaching service concurrently under both programs.

2. *Expand investments in high-retention pathways into teaching.*

The foundation of a stable and diverse teacher workforce is the availability and affordability of high-retention pathways into teaching. The Teacher Quality Partnership Program, the Individuals with Disabilities Education Act Part D Personnel Preparation program, the Augustus F. Hawkins Centers of Excellence program, and the Supporting Effective Instruction program (Title II, Part-A of the Elementary and Secondary Education Act), fund high-retention pathways into teaching. However, they have been chronically underfunded. Additionally, while our country has long suffered from shortages of teachers in high-need fields, we do not have a program dedicated to helping teachers afford high-need and advanced credentials. The federal government could expand funding to these programs as follows:

- **The Teacher Quality Partnership (TQP) Program** is the federal government’s primary vehicle for investing in comprehensive educator preparation. The program funds teacher residencies, school leader preparation, and undergraduate and graduate preparation programs

that include partnerships with underserved school districts and preparation programs at institutions of higher education. TQP-funded residencies also must provide participants stipends that have a corresponding 3-year service commitment. TQP can also be utilized to support Grow Your Own programs.⁷⁸ In fiscal year (FY) 2022, TQP received just over \$59 million. This is low compared to the need and the fact that TQP grants run for 5 years, with an average award of \$1 million a year. Without larger funding, the program cannot sustain many new awards. Meanwhile, even in states that are investing in the educator workforce—such as California, which allocated \$350 million to teacher residencies in 2021 (as part of a \$2.9 billion investment in the educator workforce that year)⁷⁹—teacher shortages persist.⁸⁰ Advocates and federal policymakers have asked for greater investments in TQP. For FY 2023, 59 organizations have written to Congress asking for \$1 billion for this program,⁸¹ mirroring the funding level in the Educators for America Act (H.R. 6205), which updates TQP.⁸² The American Families Plan included a \$2.8 billion investment in TQP over 10 years.

- **The Individuals with Disabilities Education Act Part D Personnel Preparation program (IDEA-D-PP)** supports the preparation of specialized instructional support personnel, special educators, and early educators as well as the higher education faculty and researchers who support their preparation. Through the use of scholarships, IDEA-D-PP also reduces affordability barriers for prospective special educators. But while nearly every state and Washington, DC, face teacher shortages in this field, the program was only funded at \$95 million in FY 2022. Organizations and two “dear colleague” letters in each chamber of Congress are asking for \$300 million for this program in FY 2023. The American Families Plan included a \$900 million investment in IDEA-D-PP over 10 years.
- **The Augustus F. Hawkins Centers of Excellence program** provides funding to support educator preparation at Historically Black Colleges and Universities, Tribal Colleges and Universities, and minority-serving institutions of higher education. Although the Hawkins program was created in 2008, it just received funding for the first time this year, at \$8 million. Low levels of funding for this program limit the ability of these institutions, which have been a long-standing source of diverse and well-prepared teachers,⁸³ to play an even stronger role in helping to meet current needs. Organizations have written to Congress asking for \$300 million this year for Hawkins, while the American Families Plan outlined a 10-year \$400 million investment.
- **The Supporting Effective Instruction (SEI) program** provides formula-based grants to states, which subgrants most funds to districts, to help improve teaching and learning through high-quality professional development, high-retention pathways into teaching, reduced class sizes, and other activities. States, at their discretion, can reserve up to 3% of these funds solely for leadership development activities, such as school leader residency programs in which candidates prepare to become principals by working in authentic school settings alongside mentor principals.⁸⁴ Unfortunately, this program is underfunded, having received about \$800 million more in funding in FY 2010 in unadjusted dollars than in FY 2022.⁸⁵
- **Answer the Call—Supporting In-Demand Credentials for Teachers program** was a one-time \$1.6 billion investment proposed as part of the American Families Plan.⁸⁶ The administration’s FY 2023 budget proposes \$514 million for the Education Innovation and Research (EIR) program, \$350 million of which would be for programs designed to improve teacher retention, including for fully certified teachers.⁸⁷ The Answer the Call program and/or increasing funding for the EIR program could be used to provide grants to states to

help teachers afford the cost of earning certifications in shortage areas, such as special education, science, technology, math, and bilingual education, as well as advanced certifications, such as National Board Certification. As previously discussed, the cost of high-quality preparation is a barrier for recruitment and retention in the teaching profession, a barrier that is higher for teachers of color.

3. *Ensure that there is robust funding for induction supports for new teachers.*

As discussed above, induction programs are important to help retain new teachers and can also provide experienced expert teachers leadership opportunities. However, the number of states supporting mentoring and induction programs decreased during the Great Recession. A 2016 review of state policies found that just 16 states provided dedicated funding to support teacher induction.⁸⁸ While the SEI program can be used to support teacher induction programs, there is no dedicated federal funding solely for these programs. The administration's FY 2023 budget proposes \$514 million for the EIR program, of which \$350 million would fund projects designed to improve teacher retention, including teacher leadership programs.⁸⁹ The American Families Plan proposed investing \$2 billion over 10 years for a teacher leadership program, the Expanding Opportunities for Teacher Leadership and Development program.⁹⁰ Teacher leadership programs allow teachers to serve in leadership roles through activities such as induction programs, which support novice teachers in becoming more effective.

4. *Improve school conditions through investments in school leadership.*

As discussed above, strong school leadership can foster supportive school environments in which teachers of color want to stay, while poor school leadership more than doubles the likelihood that teachers in general will leave. Robust funding for the TQP, IDEA-D-PP, Hawkins, SEI, and EIR programs, as well as the creation of new federal programs, can ensure that principals and other school leaders are prepared through high-retention pathways and receive the induction and mentoring supports that matter for strong school leadership.

Conclusion

Research demonstrates that there is an urgent need to increase the share of teachers of color in the workforce. Evidence of successful efforts across the country indicates that smart strategies can address the barriers teachers of color encounter in the profession. There is a strong role for the federal government to play in ensuring all students have access to a well-prepared and diverse educator workforce. Congress crafted the tools that are available to support this workforce in a bipartisan fashion. It can again work together in a bipartisan manner to provide the funding and program updates necessary to meet the federal government's role in ensuring all students have access to a diverse and well-prepared educator workforce.

Thank you for your focus on this issue and for the opportunity to discuss and share ideas for a path forward. I am happy to answer any questions that members of the subcommittee may have.

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