



CENTER FOR
BLACK EDUCATOR
DEVELOPMENT

05/19/2021

Dr. Miguel Cardona
Secretary of Education

Dear Secretary Cardona,

We know that you are a champion for creating a more diverse teacher workforce, and that President Biden prioritizes teacher diversity in his education agenda. **We urge you not to wait** on prioritizing this issue, even as you work with states to welcome back students and recover from the educational challenges of the pandemic. Particularly as states and districts are flooded with hundreds of billions of dollars in new funding from the American Rescue Plan Act (ARPA), your department can make huge strides by **starting now to encourage teacher diversity**, and building this policy priority into all of your work to facilitate the positive transformation of the classroom that students of color deserve.

Though our public schools serve mostly students of color, nearly 80% of their teachers are white. Meanwhile, research accumulates each year showing the undeniable benefits that teachers of color bring to the classroom — especially for Black students.

As a growing group of **more than 50 organizations and 1,500 individuals** (the full list may be viewed on [Voice to Action](#)), we have come together to ask that you pursue a number of concurrent initiatives, listed below. The reasons for the lack of highly qualified Black and other educators of color are complex, historical and stubborn. Our response must be equally comprehensive and sustained.

Start early. As you have said, we have the diversity already in our classrooms, but we must show this next generation that becoming an educator is a desirable career option.

- Encourage states and local districts to offer Career and Technical Education programs to high school students focused on education. This includes not only teaching but also roles in administration, counseling and school-based social work. There's no better time to inspire our young people to join the profession than when they are surrounded by educator role models.
- Encourage local districts to embrace and expand dual enrollment programs so high school students can get a head start on their teaching degree. Reform Pell grant rules so these same students can access tuition subsidies

that do not impact their eligibility during college.

- Encourage undergraduate programs to make it easier to double-major (or minor) in education while pursuing other studies. We must encourage a path where a teacher in training develops strong content knowledge while simultaneously adopting the mindsets of culturally responsive practices and the pedagogical skills to teach. Let's make sure interested students can easily get a foot in the door, rather than be forced to return to college at great expense of time and money if they decide later to pursue teaching.
- Encourage colleges and universities to create seamless transitions for students who start in community college. Too often, prospective educators, including many who work in school buildings in support roles, transfer to a 4-year institution only to find their credits won't count toward an education degree.
- Make teacher-training programs more affordable. Whether through special scholarships, more generous loan forgiveness, expanding financial resources or modifying eligibility requirements for the federal TEACH grant, the aim should be to make the path to teaching more financially attractive to Black and Brown students and students from other marginalized communities. Key to this is front-loading financial assistance, so the benefits come early to a student preparing to become a teacher.

Build on what works. There are many promising practices out there, and the arrival of ARPA money provides an opportunity for districts and states to start scaling the best of them.

Communities of color have long had their own rich pedagogical traditions. You can use your platform to lift up these efforts and ensure the voices of the community are centered in the policy conversation. For instance, grow-your-own programs such as the Freedom Schools Literacy Academy, run by the Center for Black Educator Development, are modeled after the strong student teaching, mentoring and coaching practices developed by accomplished teachers and in community-based programming like the Children's Defense Fund and the Philadelphia Freedom Schools. These traditions are not new, but they are not widely spread. Now is the time to change that.



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- Create a challenge grant to generate innovative ideas, strategies and collaboratives around the training, recruitment and retention of teachers of color, with funding for replication of the most promising.
- Provide clear guidance for states and districts on what policies and practices are needed to ensure they are **certifying, recruiting, hiring and supporting teachers with diversity and equity in mind**.
- Ensure that Title II and other federal support of teacher professional development are honoring and including the best practices of supporting teachers of color both at the beginning and throughout their careers—including early exposure and clinical experiences for high school and college youth.
- Expand Title II to be far more inclusive of early teacher pipeline participants (teacher pre-apprentices and apprentices).
- Interrogate policies that present an unnecessary burden to a person seeking certification, particularly those practices that have a disproportionate impact on Black teachers.
- Invest in the expansion of the Teacher Residency or Alternative Certification pathways to create a pipeline for those who have established careers outside of the classroom, but who desire training to be a teacher.

Use data to hold us accountable. You have spoken of the importance of using data and transparency to hold ourselves accountable to our aspirations for more equitable education. One of the most important roles of the Department of Education is to collect, share and analyze the information about who is attending and who is teaching in America's classrooms.

- Challenge schools of education to reform their recruitment and academic practices to ensure more close alignment of their program offerings and supports with the hiring needs of school districts (e.g., more middle and secondary trained teachers). We need teacher colleges to engage in comprehensive reform of their recruitment and academic practices to diversify what TNTP recently called the “broken pipeline” of prospective



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educators of color.

- Use data to hold states and districts accountable for showing that they are increasing both the number of Black and Brown educators of color in their hiring and the number who stay in the profession.

Thank you for your service on behalf of children, families and educators, and thank you for your commitment to educator diversity. We urge you to **start now** to tackle the issue of teacher diversity across the country, and know that all of us will be by your side as you engage in this challenging but critical work.

Partner Statements

"This is a problem that must be solved from the top to the bottom and the bottom to the top. Local school districts must focus on this important work and the Federal government must find ways to incentivise them to do so! The time to rise up to this challenge is right NOW!" -**Black on Black Education**

"The Center for Future Educators strongly supports efforts to build educator pipelines that recruit, train, and retain a diverse teaching force. Research shows that the benefits of a diverse teaching force extend to all students, but exposure to educators of color is especially important for Black and Brown students to see people like themselves in leadership roles in classrooms. In order to address the historical, structural, and environmental obstacles that currently exist for diverse candidates to become educators, we need a supported, multi-pronged approach that systematically addresses the inequities that prevent many potential candidates from pursuing the profession." -**Center for Future Educators at TCNJ**

"For a long time, teacher residencies have prioritized preparing teachers of color because historically, traditional teacher preparation has not met the needs of candidates of color. Making it a priority has paid off. Currently, 37 percent of all teacher residents are Black, compared to just seven percent of the entire teaching field. 29 percent are Latino, compared to just nine percent of the entire teaching field. We are pleased to be part of this effort because now, more than ever, teacher diversity should be a priority. When there is a focused, concentrated



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effort on teacher diversity, I believe we can make progress." -**Anissa Listak, CEO, National Center for Teacher Residencies**

"The time is now for teacher diversity to shift from being a nice-to-have and become a must-have." -**New Teacher Center**

"Black Men Teach stands in support of the Center of Black Educator Development" -**Black Men Teach**

"Students deserve to learn from a diverse coalition of teachers because all students should be seen, valued, and most importantly loved." -**Black on Black Education**

"A high-quality teacher workforce is a diverse teacher workforce. It's time to approach the need for greater diversity in our nation's classrooms with a sense of urgency. Our kids deserve nothing less." -**Kate Walsh, President of the National Council on Teacher Quality.**" -**National Council on Teacher Quality**

"We believe Black educators are the lifeline to success for Black children. We need them more than ever. The present administration can get it done if it's intentional about diversifying America's teaching workforce." -**Nehemiah D. Frank founder & editor in chief of The Black Wall Street Times.**

"We need an education workforce that represents the students it serves. Research finds that students of color benefit in many ways from having diverse teachers, including serving as role models. And all students, regardless of race, benefit from a diverse teacher workforce, to succeed in an increasingly global society. It's time to prioritize efforts to recruit, prepare, support, retain, and encourage individuals from diverse populations to enter the teaching and school leadership professions." -**Ronn Nozoe, CEO, NASSP.**

"A barrier to success for too many Black and Brown students is not seeing themselves reflected in the teachers they interact with every day in their classrooms. We know the tremendous impact that we can achieve as a nation if we invest in diversifying the teacher workforce—these efforts cannot wait any longer," **Jonah Edelman, CEO, Stand for Children.**



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“Representation and diversity matter in educational leadership, whether it’s at the front of a classroom, in the principal’s office, or in administrative offices. Just 11% of our nation’s schools are led by Black principals and 9% are led by Hispanic principals, and we know that the work of improving those numbers starts with hiring more diverse classroom teachers who can become the next generation of leaders. Research has shown us again and again that there are better school and student outcomes specifically for teachers and children of color when a principal of color is at the helm. We know that leaders of color provide more rigorous academic opportunities for students of color, while fostering school environments that are more supportive and sustainable for teachers of color, who also promote better outcomes for Black and brown students. New Leaders is excited to support this work, which is critical to the success of all students, particularly our most vulnerable children.” **-Jean Desravines, CEO of New Leaders.**

"There's no question that students benefit greatly when they identify with their teacher, yet far too many children of color are denied the opportunity to have a teacher that shares their racial and ethnic background. We're proud to join the call for bold changes to transform the entire teacher pipeline from recruitment and preparation to placement and retention to dramatically increase the diversity of the teaching profession. That includes ensuring that educator preparation programs increase the number of teachers of color that they graduate, investing in non-traditional prep programs and those at minority serving institutions, and making schools a positive working environment for teachers of color.” **-Charles Barone, Education Reform Now**

As a membership organization dedicated to elevating the voices of leaders of color, we know what it means to have teachers in classrooms who share the racial identity of Black and Brown youth. What is more, we know the tremendous impact teacher diversity has in the classroom when coupled with rigorous instruction. At EdLoC, we hold the belief that we must build the kinds of schools we want for all children and that investment includes removing barriers teachers of color face entering and staying in the profession. As such, we stand shoulder to shoulder with other organizations urging members of Congress to move swiftly and boldly to build and sustain a teaching corps that reflects the racial and ethnic diversity of our country’s student populations. **-EdLoC**

“A diverse educator workforce is essential—not only to reflect the rich diversity of our country but, as research shows, to improve outcomes and opportunities for all students. As we recover from the educational challenges of the past year, I’m



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hopeful that Secretary Cardona’s longstanding commitment to teacher diversity will drive a bold and sustained federal effort to promote greater diversity in the profession. At Teach For America, we’ve seen what’s possible with intentional effort to prioritize racial diversity and equity as we bring new educators into the profession, and we continue to stand with all those engaged in breaking down systemic barriers for BIPOC educators, aspiring educators, and students.” **-Elisa Villanueva Beard, CEO, Teach For America**

“Build Back Better can’t just be a slogan. America is a diverse country and getting more diverse everyday. Prioritizing teacher diversity is the action we need. Real Men Teach stands with the Center and the movement to create a sustainable pipeline of teachers reflective of a Future America. The campaign is over, it’s time to put slogans in to action!” **-Curtis Valentine, Founder, Real Men Teach**

"At the Albany State University Center for Educational Opportunity, we believe that ensuring a diverse teacher pipeline must be a part of the plan to build better schools post pandemic. Moreover, we also believe that if families are given the right to choose a more diverse learning community where they can do more than survive, but thrive, then their funding dollars should follow them to where opportunities, access, models, and innovation collide into a value-rich learning environment, resulting in a more educated individual, community, and society." **-Dr. Kathaleena Edward Monds, Founding Director, Albany State University Center for Educational Opportunity**

"At Jounce Partners, our vision is for a world in which all schools in historically underserved neighborhoods are led by passionate, committed educators with deep knowledge of the science of teaching and learning, and a close connection to their community. We know that the value of effective Black and Brown teachers - and administrators - in front of our students cannot be overstated. We join the call for immediate and concrete action to increase the presence of Black and Brown educators in our schools." **-Paul Dean, Jounce Partners**

“We know the power and significance of having teachers in the classroom whom our students can identify with has a tremendous impact on their overall academic and educational experience. We owe it to our students and families to make sure our teachers and school leaders mirror the populations they serve. This is a priority that cannot wait.” **-Richard Barth, CEO, KIPP Foundation**

“Representation matters. For kids and adults alike.” **-Keith Brooks (NFBLME)**



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"The time is now for teacher diversity to shift from being a nice-to-have and become a must-have." -**Desmond K. Blackburn, Ph.D. (New Teacher Center)**

"A world class education system is not possible without a racially diverse educator workforce. The Biden-Harris administration must meet its stated commitment to America's children by ensuring existing educators have the development needed to cultivate anti-racist students in safe and supportive environments along with educators who share their vast and unique experiences." -**Khalilah Harris (Center for American Progress)**

"Teachers of color bring not only top notch pedagogical acumen to teaching, but also critical lived experiences students can relate to – an undervalued yet critical element of teaching students well. With a push in many communities to re-think how education is delivered, the time is now to prioritize developing a pipeline of teachers of color and ensuring educational institutions are healthy places for diverse teams of educators to grow and thrive." -**Karega Rausch, National Association for Charter School Authorizers**

"100Kin10 is honored to stand alongside the Center for Black Educator Development and others to encourage President Biden to prioritize teacher diversity in his education plan. As we have long known, all students -- especially Black students -- benefit significantly from having teachers of color. Yet 80% of the teacher workforce is white. Moreover, there continues to be a shocking dearth of people of color and especially black individuals in the STEM fields. Across all major STEM fields in the United States, Black representation rates fall 25%-75% below the overall rates of U.S. working professionals. As we work to solve the nation's STEM teacher shortage we must prioritize racial equity, and in particular recruiting, preparing, supporting, and retaining excellent STEM teachers of color. To increase student engagement and success in STEM, students of color need to see and learn from STEM teachers who look like them." -**Talia Milgrom-Elcott (100Kin10)**

"If schools were better places for Black and Latino boys, then more of them would become teachers. If schools were better places for Black and Latino men, then more of them would remain as teachers. Let's work together to make schools better places." -**The Building Our Network of Diversity (BOND) Project.**



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“In the past year we have witnessed a pandemic that has devastated Black, Latino, and immigrant communities and a national reckoning that is forcing us to look at how the history of racism permeates throughout all our systems, including our education system,” said Amanda Fernandez, Co-Founder and CEO of Latinos for Education and member of the Massachusetts Educator Diversity Act Coalition. “This reckoning in education must include conversations and actions on educator diversity because we won’t fully close equity gaps for all students if we don’t invest in diverse educators.” **-Latinos for Education.**

“Relay Graduate School of Education joins the Center for Black Educator Development in its call to prioritize teacher diversity as we rebuild our public schools in the post-pandemic period. It’s not only beneficial to all students, but a moral imperative to ensure our nation’s teachers reflect the diversity of our classrooms.”

-Relay Graduate School of Education

Organizations:

100K in 100

AIM Academy

America Succeeds

The Aspen Education & Society Program

Association of American Educators Foundation

Black Male Educator Alliance of Michigan

Black Men Teach Twin Cities

Black on Black Education

Black Teacher Collaborative

The Black Wall St. Times

Braven

brightbeam

Brooklyn Lab Charter School

Brothers Liberating Our Communities (BLOC)

The Building Our Network of Diversity (BOND) Project

Center for American Progress

Center for Black Educator Development

Center for Educational Opportunity at Albany State University

Center for Future Educators at the College of New Jersey

Diverse Charter Schools Coalition

Education Leaders of Color (EdLoC)



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The Education Trust
Educators for Excellence
Education Reform Now
Equal Opportunity Schools
Great School Choices
IDEA Public Schools
Ideation4
InnovateEDU
Jounce Partners
KIPP
Latinos for Education
National Association of Charter School Authorizers
National Association of Secondary School Principals
National Center for Teacher Residencies
National Council on Teacher Quality
The National Fellowship for Black and Latino Male Educators (NFBLME)
The National Network of State Teachers of the Year
National Parents Union
New America
New Leaders
New Teacher Center
Real Men Teach
Relay Graduate School of Education
Stand for Children
State of Black Education Oakland (SoBEO)
TEACH
Teach For America
Teach Plus
Tennessee Educators of Color Alliance
The Calculus Project
TNTP
Urban Teachers
Wayfinder Foundation
We Will All Rise

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BLACK
MEN
TEACH
TWIN CITIES

BLACK TEACHER
COLLABORATIVE



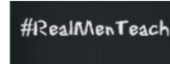
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EdLoC
Education Leaders of Color



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URBAN
TEACHERS





Sincerely,

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Katherine Bassett, 19104
Katherine Bassett, 19194
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 William Hassig, 60056
 Lisa Hasuike, 97224
 Alan Hatchett, 60091
 Annie Hawker, 52314
 Savannah Hawkins, 60614
 Terrell Hawkins, 98466
 Deborah Hawley, 80521
 Yasmin Hebert, 93036
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 Kaya Henderson, 20017
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 Michael Herbert, 97439
 Kate Hermann-Wu, 2451
 Ailsa Hermann-Wu, 2451
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 85209
 Naomi Hertsgaard, 55417
 Marty Hertz, 97404
 Brandi Hester, 19119
 Steven Hibshman, 94404
 Helen Hickmon, 7643
 Kayla Higgs, 2067
 Emmy Higgs Matzner, 55406
 Martha Higuera, 55104
 Helen Hill, 91016
 Jerell Hill, 91107
 Coleen Hill, 19046
 Mercedes Hill, 19131
 Ellen Hinchcliffe, 55406
 Renee Hinton, 15219
 Jumoke Hinton, 94607
 Heather Hirsch, 55016
 William Hite, 19130
 Ginger Hitzke, 92592
 Corey Hobbs, 11412
 Shekinah Hockenhull, 20782

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 Rhonda Rabbitt, 18702
 Lynne Rabchuk, 19082
 Jacob Radin, 46220
 Darren Rainey, 19801
 Ron Rapatalo, 7302
 Tiffany Rapplean, 80031
 Keisha Rattray, 11236
 Damaris Rau, 17603
 Karega Rausch, 46236
 Amy Read, 66207
 Michael Rebne, 66205
 Mariah Recker, 55129
 Megan Reder-Schopp, 57702
 Vicki Redmond, 19118
 Jasmina Redžepagić, 75000
 Rose Reed, 15217
 Tanji Reed Marshall, 20148
 Sarah Reely, 55105
 Jen Reeves, 65203
 Maerin Renee, 55428
 Leslie Rennie-Hill, 97239
 Marisol Rerucha, 92139
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