

Minnesota Association of Colleges for Teacher Education

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Senator Fateh and members of the Senate Higher Education Committee,

The Minnesota Association of Colleges of Teacher Education strongly supports SF 4107, including funding and making the Minnesota Aspiring Teachers of Color Scholarship Program permanent to provide financial assistance to eligible undergraduate and graduate students who are preparing to become teachers.

The need for this support arises out of the urgent need to create a teacher workforce that reflects the students in our schools. A great deal of research has demonstrated how important it is that students have the opportunity to be taught by teachers with the same racial background. The following research demonstrates the benefits for students of color:

- Blazar, D. (2021). Teachers of color, culturally responsive teaching, and student outcomes: Experimental evidence from the random assignment of teachers to classes. EdWorkingPaper: 21-501.
- Bristol, T. J., & Martin-Fernandez, J. (2019). The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy. Policy Insights from the Behavioral and Brain Sciences, 6(2), 147-153.
- Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. The Review of Economics and Statistics, 86(1), 195–210.
- Egalite, A. (2024). What we know about teacher race and student outcomes: A review of the evidence to date. Education Next, 24(1), 42-49.
- Egalite, A. J., & Kisida, B. (2018). The effects of teacher match on students' academic perceptions and attitudes. Educational Evaluation and Policy Analysis, 40(1), 59-81.
- Gershenson, S., Hart, C. M. D., Hyman, J., Lindsay, C. A., & Papageorge, N. W. (2022). The long-run impacts of same-race teachers. American Economic Journal. Economic Policy, 14(4), 300–342..
- Gist, C. D. & Bristol, T. J. (Eds). (2021). Building a more ethnoracially diverse teaching force: New directions in research, policy, and practice (Kappan, Special Report).
- Grissom, J. A., & Redding, C. (2016). Discretion and disproportionality: Explaining the underrepresentation of high-achieving students of color in gifted programs. AERA Open
- Holt, S.B. & Gershenson, S. (2019), The impact of demographic representation on absences and suspensions. Policy Studies Journal, 47: 1069-1099.
- Redding, C. (2019). A teacher like me: A review of the effect of student–teacher racial/ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. Review of Educational Research, 89(4), 499-535.

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- Shirrell, M., Bristol, T. J., & Britton, T. A. (2023). The effects of student–teacher ethnoracial matching on exclusionary discipline for Asian American, Black, and Latinx Students: Evidence from New York City. *Educational Evaluation and Policy Analysis*..
- Tran, L., & Gershenson, S. (2021). Experimental estimates of the student attendance production function. *Educational Evaluation and Policy Analysis*, 43(2), 183-199.

Research also supports providing financial support to teachers of color in teacher preparation programs as a strategy to increase the representation of teachers of color in the education workforce. Here are some additional studies that highlight the benefits of financial supports:

- Conra D. Gist, Chance W. Lewis, and Michael C. Sublett (2014). Financial Supports for Minority Teacher Candidates: Implications for Recruitment, Retention, and Diversity in Education.
- Yvonne M. Patterson and Audrey Trainor (2010). Financial Supports for Minority Teachers: Key Factors for Success.
- Robert A. Simmons, Jr., and Mary E. Dilworth (2017). Scholarships for Minority Teacher Candidates: A Review of the Literature. This literature review analyzed the effectiveness of scholarships in increasing the representation of teachers of color.

This bill represents necessary legislation to strengthen existing programs and to create new efforts needed to attract, prepare, license and retain an increased number of teachers of color and American Indian teachers in Minnesota. We strongly support the investment into these programs to provide financial assistance and programmatic support to eligible undergraduate and graduate students who are preparing to become teachers, have demonstrated financial need, and belong to racial or ethnic groups underrepresented in the state's teacher workforce.

Sincerely,

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