



Supporting a Diverse Educator Workforce to Strengthen Teaching and Learning

Non-Regulatory Guidance

U.S. Department of Education

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TO STRENGTHEN TEACHING AND LEARNING

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PURPOSE

Research shows that teachers of color can benefit all students, particularly students of color,^{1,2,3} yet only one in five teachers are individuals of color, compared to more than half of K-12 public school students.⁴ Increasing the diversity of educators can not only benefit students, but recruiting, preparing, and retaining more teachers of color who are underrepresented in the current teacher workforce can also help to address educator shortages. These are two critical goals many States, districts, and schools across the country are working to address.

This non-regulatory guidance highlights actions that State educational agencies (SEAs), local educational agencies (LEAs, hereafter districts), and institutions of higher education (IHEs) can take to increase educator diversity, as well as Federal funding opportunities available to support these actions. This guidance outlines how financial supports and incentives; strategic investments; positive and supportive learning and teaching conditions for candidates enrolled in educator preparation programs (EPPs) and in-service educators; and the collection, analysis, use, and publication of educator diversity data can develop and sustain a diverse educator⁵ workforce. Successful implementation of these approaches can help ensure a more racially, ethnically, culturally, linguistically, gender, and disability diverse educator workforce to support improved learning conditions and student outcomes and address educational disparities.

This guidance includes research on how a diverse educator workforce can enhance student success in school and beyond, describes strategies for SEAs and districts to consider as they begin or build on ongoing efforts, and outlines Federal funding sources to support these efforts. The U.S. Department of Education (Department) encourages SEAs and districts to begin or build on their work of improving the diversity of their educator workforce by assembling an inclusive set of partners⁶ at the State and local level to do the following:

- Examine State, district, and school level data on student, teacher, and school leader diversity; identify current barriers to and opportunities for developing a diverse educator workforce in the State and districts in the State; and review this guidance;
- Establish and publish clear educator diversity goals at the State or district level, as appropriate; and

¹ Dee, T. (2004). Teachers, race, and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195–210.

² Blazar, D. (2024). Why Black Teachers Matter. *Educational Researcher*, 0(0).
<https://doi.org/10.3102/0013189X241261336>.

³ 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*, vol 14(4), pages 300-342.

⁴ U.S. Department of Education, National Center for Education Statistics. (2023). Table 216.55. Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ethnic group enrolled in the school and student's racial/ethnic group: Selected years, fall 2000 through fall 2022. In *Digest of Education Statistics*, 2017. Retrieved July 31, 2024, from Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ethnic group enrolled in the school and student's racial/ethnic group: Selected years, fall 2000 through fall 2022.

⁵ We consider the term “educator” to include the wide range of school personnel; however, this document focuses on classroom teachers and school principals.

⁶ See section II for more information on key partners to engage in this process.

- Develop and publish a strategic plan to meet these goals at the State and district levels, a process for evaluating progress toward meeting the goals and implementation of the plan, and routines and timelines for the review and continuous improvement of the plan.

This guidance does not impose any requirements beyond those required under applicable law and regulations and does not create or confer any rights for or on any individuals.

Increasing educator diversity is a key priority of the Biden-Harris Administration. To address the educator shortage and recruit more teachers from diverse backgrounds into the field, under the Biden-Harris Administration the Department has prioritized educator diversity across 23 competitive grant programs, awarding nearly \$1.5 billion in 600 grants advancing educator diversity in 47 states, plus D.C., Puerto Rico, and Guam.

In addition, this guidance addresses the following [directive](#) in Title III of Division H of the Consolidated Appropriations Act, 2023:

Increasing educator diversity is critical to building a strong educator workforce that supports students and educators from all backgrounds. The Department is directed to release guidance on how formula funds across various programs, including Title I-A, Title II-A, Title III, Title V-B, and Title VI of the ESEA, Title III of the HEA, and Part B of the IDEA may be used by SEAs, LEAs and IHEs to increase teacher and school leader diversity, including through pre-service support, enhancing preparation, providing on-the-job support, and strengthening retention and promotion policies.

Title VI of the Civil Rights Act of 1964 (Title VI) prohibits discrimination based on race, color, or national origin in the programs or activities of all recipients of Federal financial assistance. Activities intended, in whole or in part, to further objectives such as diversity, equity, accessibility, and inclusion are not generally or categorically prohibited under Title VI.

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I. WHY EDUCATOR DIVERSITY MATTERS

The Department's [mission](#) is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. State and local officials, together with other key partners, share this mission and strive towards a common goal of student success in school and beyond. Well-prepared, supported, experienced, and effective teachers and school leaders play a critical role in achieving this goal, and emerging evidence indicates that a diverse educator workforce can benefit teachers and students alike. While recent data show new teachers are from increasingly diverse backgrounds,⁷ teachers from backgrounds that have been underrepresented in the field frequently encounter challenges and barriers to entering and remaining in schools and classrooms. This guidance describes these challenges and offers considerations for States and districts to address them.

A diverse educator workforce includes individuals with diverse racial, ethnic, cultural, linguistic, gender, ability, and other characteristics. This document focuses particularly on racial, ethnic, and linguistic educator diversity, as research suggests that such diversity in the educator workforce can lead to improved academic and behavioral outcomes and greater long-term success for all students, especially students of color.⁸

Educator Diversity and Student Outcomes

A well-supported and diverse educator workforce can improve the performance of all students, particularly students of color.^{9,10} Research indicates that when students of color are taught by teachers with similar racial and ethnic backgrounds, students of color show improved outcomes on statewide assessment data,^{11,12} increased likelihood of graduating high school, and increased likelihood of enrolling in college.¹³ Additionally, educator diversity within schools has been associated with more placements in gifted programs, more participation in accelerated coursework, and higher college-going rates for students of color.^{14,15,16} Further, evidence

⁷ U.S. Equal Employment Opportunity Commission (2022). Elementary – Secondary Staff Information Report (EEO-5), as required under section 709(c) of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e-8(c), 29 CFR 1602.39 and .41-.45; www.eeoc.gov/data/eo-5-elementary-secondary-staff-information-report-statistics.

⁸ Students of color include those who are American Indian/Alaska Native, Asian, Black, Hispanic, Pacific Islander, and of two or more races.

⁹ Blazar, D. (2024). Why Black Teachers Matter. Educational Researcher, 0(0). <https://doi.org/10.3102/0013189X241261336>.

¹⁰ Blazar, David. (2021). Teachers of Color, Culturally Responsive Teaching, and Student Outcomes: Experimental Evidence from the Random Assignment of Teachers to Classes. (EdWorkingPaper: 21-501). Retrieved from Annenberg Institute at Brown University: <https://eric.ed.gov/?id=ED616770>.

¹¹ Ibid.

¹² Joshi, E., Doan, S., & Springer, M. G. (2018). Student-Teacher Race Congruence: New Evidence and Insight From Tennessee. *AERA Open*, 4(4). <https://doi.org/10.1177/2332858418817528>

¹³ 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*, vol 14(4), pages 300-342.

¹⁴ Villegas, A.M., Irvine, J.J. Diversifying the Teaching Force: An Examination of Major Arguments. *Urban Rev* 42, 175–192 (2010). <https://doi.org/10.1007/s11256-010-0150-1>.

¹⁵ Grissom, J.A., Rodriguez, L.A., & Kern, E. C., (2017). Teacher and Principal Diversity and the Representation of Students of Color in Gifted Program. *The Elementary School Journal* 17(3), pages 397-422.

¹⁶ Kettler, T., & Hurst, L. T. (2017). Advanced Academic Participation: A Longitudinal Analysis of Ethnicity Gaps in Suburban Schools. *Journal for the Education of the Gifted*, 40(1), 3-19.

indicates that Black students taught by novice White teachers who have Black teacher peers have higher reading and mathematics scores that persist over time.¹⁷ Research on the academic achievement of students who are English learners in Florida found an association between teachers being fluent in students' home language or having bilingual certification and improved achievement for students who are English learners using statewide assessment data.¹⁸

In addition to student academic performance, a diverse educator workforce can lead to improved student behavior and classroom environments for all students.¹⁹ Such improvements may stem from the ability of educators from diverse backgrounds to build strong relationships with students and classroom environments more conducive to teaching and learning.²⁰ One study found fewer absences among all students taught by teachers of color, with larger impacts for Black students.²¹ Another study found fewer absences among high school students when their teachers shared the same demographic background, particularly for Hispanic or Latino students.²² Further, studies have found that educators of similar racial and ethnic backgrounds as their students are associated with lower rates of exclusionary disciplinary practices, leading to fewer suspensions and narrowing the racial and ethnic disparity in suspension rates.^{23,24,25}

School Leader Diversity and Student Outcomes

Racial and ethnic diversity among school leadership can also improve student academic and behavioral outcomes. A synthesis of research on principal leadership consistently finds principal race or ethnicity is associated with positive outcomes for students of similar racial or ethnic groups.²⁶ Specifically, one study reported a greater likelihood of Hispanic or Latino students

¹⁷ Gershenson, Seth, Constance A. Lindsay, Nicholas W. Papageorge, Romaine Campbell, and Jessica H. Rendon. (2023). Spillover Effects of Black Teachers on White Teachers' Racial Competency: Mixed Methods Evidence from North Carolina. (EdWorkingPaper: 23-794). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/jzyz-1m67>.

¹⁸ Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Educational Evaluation and Policy Analysis*, 36(4), 457-475.

¹⁹ Cherng, H.-Y. S., & Davis, L. A. (2019). Multicultural Matters: An Investigation of Key Assumptions of Multicultural Education Reform in Teacher Education. *Journal of Teacher Education*, 70(3), 219-236. <https://doi.org/10.1177/0022487117742884>.

²⁰ Blazar, David. (2021). Teachers of Color, Culturally Responsive Teaching, and Student Outcomes: Experimental Evidence from the Random Assignment of Teachers to Classes. (EdWorkingPaper: 21-501). Retrieved from Annenberg Institute at Brown University: <https://eric.ed.gov/?id=ED616770>.

²¹ Blazar, David. (2024). Why Black Teachers Matter. (EdWorkingPaper: 21-501). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/jym0-wz02>.

²² Gottfried, M., Kirksey, J. J., & Fletcher, T. L. (2021). Do High School Students With a Same-Race Teacher Attend Class More Often? *Educational Evaluation and Policy Analysis*, 01623737211032241.

²³ Lindsay, C. A., & Hart, C. M. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis*, 39(3), 485-510.

²⁴ Hughes, C., Bailey, C. M., Warren, P. Y., & Stewart, E. A. (2020). "Value in diversity": School racial and ethnic composition, teacher diversity, and school punishment. *Social Science Research*, 92, 102481. <https://doi.org/10.1016/j.ssresearch.2020.102481>.

²⁵ Holt, Stephen B., Katie Vinopal, Heasun Choi, and Lucy C. Sorensen. (2022). Strictly Speaking: Examining Teacher Use of Punishment and Student Outcomes. (EdWorkingPaper: 22-563). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/meqn-w550>.

²⁶ Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

taking advanced coursework and having better attendance rates in schools with Hispanic or Latino administrators.²⁷ Further, findings from another study in the synthesis indicated increases in Black students' math test scores and decreases in in-school suspensions in schools following the transition from a White to a Black principal.²⁸ Additionally, this study found an association between having a Black principal and greater representation of Black students in gifted programs and having more Hispanic or Latino and Black teachers and greater representation in gifted programs by Hispanic or Latino and Black students, respectively.²⁹

School Leaders of Color and Recruitment and Retention of Teachers of Color

School leaders can support the hiring and retention of teachers of color. A study using longitudinal administrative personnel record data from Missouri and Tennessee found that Black principals were associated with a higher probability that a newly hired teacher is Black by five to seven percentage points and lower Black teacher mobility across schools.³⁰ The transition from a White to a Black principal is estimated to increase the number of Black teachers working at a school by three percentage points; after five years, the proportion of Black teachers in a school can increase by up to five percentage points.³¹

Educator Diversity by the Numbers

Diversity is our nation's strength, yet we have a long way to go toward an educator workforce that reflects the diversity of the country's students. The figure below shows the racial composition of candidates enrolled in EPPs, classroom teachers, and K-12 students. As of the 2021–2022 school year, students of color made up 55 percent of the public-school student population (one percent of students identify as American Indian or Alaska Native; five percent identify as Asian; five percent identify as two or more races; 15 percent identify as Black or African American; and 29 percent identify as Hispanic or Latino).³²

While students of color make up more than half of public-school students,³³ only one quarter of

²⁷ Meier, K. J., O'Toole Jr, L. J., & Nicholson-Crotty, S. (2004). Multilevel governance and organizational performance: Investigating the political-bureaucratic labyrinth. *Journal of Policy Analysis and Management*, 23(1), 31-47.

²⁸ Bartanen, B. & Grissom, J. (2023). School Principal Race, Teacher Racial Diversity, and Student Achievement. *Journal of Human Resources*, 58(2), 666-712; <https://doi.org/10.3368/jhr.58.4.0218-9328R2>.

²⁹ Grissom, J. A., Rodriguez, L. A., & Kern, E. C. (2017). Teacher and principal diversity and the representation of students of color in gifted programs: Evidence from national data. *The Elementary School Journal*, 117(3), 396–422. <https://doi.org/10.1086/690274>.

³⁰ Bartanen, B. & Grissom, J. (2023). School Principal Race, Teacher Racial Diversity, and Student Achievement. *Journal of Human Resources*, 58(2), 666-712; <https://doi.org/10.3368/jhr.58.4.0218-9328R2>.

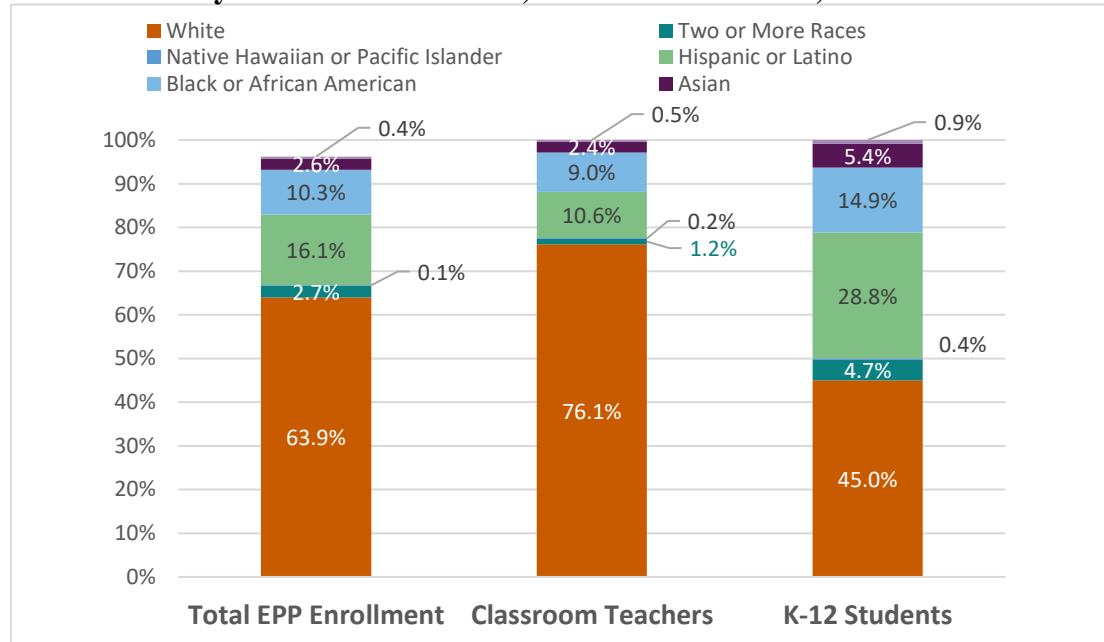
³¹ Bartanen, B. & Grissom, J. (2023). School Principal Race, Teacher Racial Diversity, and Student Achievement. *Journal of Human Resources*, 58(2), 666-712; <https://doi.org/10.3368/jhr.58.4.0218-9328R2>.

³² U.S. Department of Education, National Center for Education Statistics. (2023). Table 216.55. Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ethnic group enrolled in the school and student's racial/ethnic group: Selected years, fall 2000 through fall 2022. In *Digest of Education Statistics, 2017*. Retrieved July 31, 2024, from Number and percentage distribution of public elementary and secondary school students, by percentage of student's racial/ethnic group enrolled in the school and student's racial/ethnic group: Selected years, fall 2000 through fall 2022.

³³ *Ibid.*

teachers and one-third of administrators are individuals of color.³⁴ Based on 2022 data from the U.S. Equal Employment Opportunity Commission,³⁵ 24 percent of teachers across the country identify as teachers of color (one percent of teachers identify as American Indian or Alaska Native; one percent identify as two or more races; two percent identify as Asian; nine percent identify as Black or African American; and 11 percent identify as Hispanic or Latino), and 76 percent identify as White. With respect to school and district leaders, 32 percent of administrators across the country identify as administrators of color (two percent identify as two or more races; three percent identify as Asian; 11 percent as Hispanic or Latino; and 15 percent identify as Black or African American), and 68 percent identify as White. Over the last decade, the share of teachers who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Pacific Islander, and two or more races has increased slightly (from 19 percent to 24 percent), but the share of teachers of color still fails to reflect the diversity of the student population.³⁶

Racial Diversity: Enrollment in EPPs, Classroom Teachers, and K-12 Students Nationally



Source: EEO-5 survey 2022 ([Link](#)), U.S Department of Education Title II State Report Card 2022 ([Link](#)), U.S Department of Education Common Core of Data 2021 ([Link](#)) Note on Total EPP Enrollment: A student enrolled in an EPP is defined as an individual who has been admitted, enrolled, and registered in an EPP and participated in the program during the academic year. Individuals who were enrolled and completed the program during the academic year are counted in the total count of enrolled. Suppression techniques have been applied to protect identifying information. As a result, totals may not add up to 100 percent.

³⁴ U.S. Equal Employment Opportunity Commission (2022). Elementary – Secondary Staff Information Report (EEO-5), as required under section 709(c) of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e-8(c), 29 CFR 1602.39 and .41-.45; www.eeoc.gov/data/eo-5-elementary-secondary-staff-information-report-statistics.

³⁵ Ibid.

³⁶ U.S. Equal Employment Opportunity Commission (2022). Elementary – Secondary Staff Information Report (EEO-5), as required under section 709(c) of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000e-8(c), 29 CFR 1602.39 and .41-.45; www.eeoc.gov/data/eo-5-elementary-secondary-staff-information-report-statistics.

The Department's [*Raise the Bar Policy Brief: Eliminating Educator Shortages through Increasing Educator Diversity and Addressing High-Need Shortage Areas*](#) also includes easy to use visuals that provide data on student, teacher, school leader, paraprofessional, and EPP enrollee racial diversity by State.

Given the evidence on the importance of educator diversity and the racial composition of the student population and teacher workforce discussed here, the status of educator diversity nationwide warrants additional policy and practice changes. We encourage exploration and analysis of educator diversity at the State, district, and school levels to understand and act on the educator workforce needs at the local level. The next section describes actions States and districts can take to bolster their educator diversity efforts.

II. HOW STATES AND DISTRICTS CAN WORK TOWARD A MORE DIVERSE EDUCATOR WORKFORCE

Increasing educator diversity requires intentional strategies and policies designed to eliminate barriers into the profession and ongoing support to overcome challenges to stay in the profession. Research and programs across the country show promising results from such efforts. To support the preparation, recruitment, and retention of a well-prepared and supported diverse educator workforce, the Department encourages States and districts to consider pursuing the following strategies: (1) provide financial supports and incentives and make strategic investments to increase diversity among the educator workforce; (2) create more positive and supportive learning conditions for candidates from diverse backgrounds enrolled in EPPs; (3) create more positive and supporting teaching conditions for in-service educators from diverse backgrounds; and (4) collect, analyze, use, and make publicly available data on the diversity of the educator workforce at the State and local levels and set clear goals to improve educator diversity.

Advancing these strategies requires the active engagement by leaders across sectors in their design, implementation, and monitoring, including:

- Leadership from State and local K-12, higher education, and workforce systems, which governors and mayors can play a key role in convening and aligning on shared priorities;
- State and local boards of education;
- State legislatures and city councils;
- Labor unions and other representatives of educators; and
- Community organizations that understand the needs of students underrepresented in a State's educator workforce and barriers to entering the professions for individuals who come from these underrepresented groups.

Strategy 1: Provide Financial Supports and Incentives and Make Strategic Investments to Increase Educator Diversity

The economic burden of becoming a teacher may play a particularly significant role in the recruitment and retention of educators from diverse backgrounds – on average, teachers earn 27 percent less than other college graduates.³⁷ As of the 2022-2023 school year, 32 States start their

³⁷ Allegretto, S. (2024). "Teacher Pay Rises in 2023 – But Not Enough to Shrink Pay Gap with Other College Graduates." Economic Policy Institute, <https://www.epi.org/publication/teacher-pay-in-2023/>.

teachers with a salary less than \$45,000. Seven states had starting salaries below \$40,000.³⁸ Research suggests that poor compensation, stagnant wages, and student debt may discourage more students of color from entering the teaching profession.^{39,40,41,42} A 2016 report indicated that Black graduates owe significantly more student loan debt than their White peers upon earning a bachelor's degree (\$23,400 versus \$16,000, including non-borrowers in the averages) and hold nearly twice as much student loan debt (\$53,000) four years after graduation given interest accrual and graduate school borrowing.⁴³ Recent data show little change – a 2024 report from the Education Data Initiative indicated that Black college graduates owe an average of \$25,000 more in student loan debt than White college graduates.⁴⁴ In addition, approximately 71 percent of Black teachers have taken out loans and almost 60 percent of Black teachers hold student loan debt in comparison to about 60 percent and 37 percent of all teachers respectively.⁴⁵ Further, a 2024 report from the Center for Economic and Policy Research found that, of individuals who ever attended college, 43.3 percent of Black women, 32.1 percent of Black men, 24.1 percent of Hispanic or Latino women, and 18.9 percent of Hispanic or Latino men currently have student loan debt versus 19.9 percent of White women and 15.7 percent of White men.⁴⁶

By investing in and supporting a diverse and well-prepared educator workforce through financial supports and incentives and strategic investments, educators may be more likely to enter and stay in the teaching profession.⁴⁷ Many individuals do not enter the teaching profession for financial reasons, and many educators of color report entering the profession due to a feeling of responsibility to teach in low-income communities and teacher shortage areas.⁴⁸ However, the cost of EPPs without sufficient financial support, such as grants or scholarships, combined with low compensation compared to other professions requiring similar qualifications, may make it more difficult for schools and districts to recruit and retain a stable, effective, and diverse educator workforce.⁴⁹

³⁸ 2022–2023 National Education Association Teacher Salary Benchmark Report; National Education Association 2023 Ranking of the States 2023 and National Education Association Estimates of School Statistics 2024. For individual state data, see <https://www.nea.org/resource-library/educator-pay-and-student-spending-how-does-your-state-rank/starting-teacher>.

³⁹ Olson, L. (2023) Teachers Like US: Strategies for Increasing Educator Diversity in Public Schools. FutureED.

⁴⁰ Scott-Clayton, J., & Li, J. (2016). Black-White Disparity in Student Loan Debt More than Triples after Graduation: Evidence Speaks Reports. The Brookings Institution.

⁴¹ Carver-Thomas, D. (2018). Diversifying the teaching profession: How to recruit and retain teachers of color. Palo Alto, CA: Learning Policy Institute.

⁴² Kraft, M., Lyon, M. (2024). The Rise and Fall of the Teaching Profession: Prestige, Interest, Preparation, and Satisfaction over the Last Half Century. NBER Working Paper No. 32386. JEL No. I20, J21, J45

⁴³ Scott-Clayton, J., & Li, J. (2016). Black-White Disparity in Student Loan Debt More than Triples after Graduation: Evidence Speaks Reports. The Brookings Institution.

⁴⁴ Hanson, Melanie. “Student Loan Debt by Race” EducationData.org, May 13, 2024, <https://educationdata.org/student-loan-debt-by-race>.

⁴⁵ García, E., Wei, W., Patrick, S. K., Leung-Gagné, M., & DiNapoli, M. A., Jr. (2023). In debt: Student loan burdens among teachers. Learning Policy Institute. <https://doi.org/10.54300/497.986>.

⁴⁶ Churchin, Emma. (2024). Student Loan Debt is Common Across All Race and Gender Groups, Especially for Black Women. Center for Economic and Policy Research.

⁴⁷ Blazar, David, Wenjing Gao, Seth Gershenson, Ramon Goings, and Francisco Lagos. (2024). Do Grow-Your-Own Programs Work? Evidence from the Teacher Academy of Maryland. (EdWorkingPaper: 24-958). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/bmh4-4p12>.

⁴⁸ Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *Urban Review*, 42(3), 175–192.

⁴⁹ Partnership for the Future of Learning. (2021). *The Teaching Profession Playbook*.

Given the reality of teacher salaries across the country and the increased financial barriers that teachers of color face, improved financial supports and incentives such as increased compensation (both the starting salary and career increases), stipends for teaching in hard-to-staff areas, student loan forgiveness, service scholarships, housing and child care assistance, and other financial support to help offset the costs of becoming a teacher constitute an important approach to recruiting and retaining more educators from diverse backgrounds.

In addition to increasing financial supports and incentives for educators to enter and stay in the profession, financial support and grants to EPPs and districts (e.g., to provide mentorship, child care, academic support, exam and other stipends, job placement services, etc.) can also improve educator diversity by helping to ensure that candidates successfully complete their preparation programs.⁵⁰ In addition to covering tuition, paying for everyday expenses such as food and housing during EPPs without financial support and the related stress may discourage candidates of color from moving forward.⁵¹

Increasing financial supports and incentives and making strategic investments can help “change the math,” making the financial benefits of entering and staying in the teaching profession more feasible and sustainable for those exploring careers in education and those already in the classroom. States that act to offer financial supports and incentives and make strategic investments to increase educator diversity demonstrate their commitment to improving the supply and diversity of the educator workforce. State budgets are an avenue for making strategic investments to diversify the educator workforce. Between 2018 and 2022, at least 18 States passed legislation that offers financial supports and incentives to support a diverse educator workforce.⁵² For example, Colorado’s report [Diversifying the Educator Workforce: Disrupting Inequities](#) guided comprehensive action by the state legislature to increase educator diversity, including investments in loan forgiveness and scholarship assistance, multiple comprehensive and high-quality pathways into the profession, and a partnership with [TEACH Colorado](#) to cultivate and support diverse applicants into the State’s EPPs. The State has seen a 21 percent increase in the percent of teachers of color between 2017-2018 and 2022-2023.⁵³

In addition to providing financial support and incentives to individuals, strategic investments in EPPs and talent development strategies discussed below that focus on recruiting and developing teachers of color are also a key lever. Research shows that teachers who enter the profession through comprehensive, evidence-based pathways are less than half as likely to leave teaching early in their career compared to those who receive less-comprehensive, high-quality preparation.⁵⁴ Many of these pathways for educators of color are provided through Historically

⁵⁰ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

⁵¹ Kawasaki, J. (2023). Racial Capitalism and Student Teachers of Color: A Mixed Methods Case Exploring the Cost of Becoming a Teacher. *The New Educator*, 19(3), 197–214. <https://doi.org/10.1080/1547688X.2023.2197473>.

⁵² Olson, L., (2023). *Teachers Like Us: Strategies for Increasing Educator Diversity in Public Schools*, Future ED.

⁵³ Colorado Department of Education (2024). Presentation at Convening to Support State Action to Advance the Education Professions, Chicago, IL. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute. For more information on these convenings, see <https://blog.ed.gov/2024/08/department-convenes-states-to-elevate-support-for-educators/>.

⁵⁴ Ingersoll, R., Merrill, L., & May, H. (2014). What are the effects of teacher education and preparation on beginning teacher attrition? Consortium for Policy Research in Education, University of Pennsylvania. https://www.cpre.org/sites/default/files/researchreport/2018_prepeffects2014.pdf.

Black Colleges and Universities (HBCUs), Tribally Controlled Colleges and Universities (TCCUs), Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander-Serving Institutions (ANAPISIs), and other Minority Serving Institutions (MSIs). For example, HBCUs play a significant role in producing teachers of color – of all Black teachers nationwide, nearly half are graduates of an HBCU.⁵⁵ In addition, research indicates improved performance and reduced likelihood of disciplinary action for Black students taught by an HBCU-trained teacher regardless of that teacher identifying as Black or White.⁵⁶ And although HBCUs, TCCUs, and MSIs confer just over 12 percent of all bachelor's degrees in education, these institutions account for over 40 percent of all education degrees awarded to teachers of color.⁵⁷

Understanding the importance of investing in HBCUs, TCCUs, and MSIs, the Department has prioritized increasing investments in (1) the Augustus F. Hawkins Center of Excellence ([Hawkins](#)) program – for which the Biden-Harris Administration secured first-time ever funding; (2) the Teacher Quality Partnership ([TQP](#)) program; and (3) the Personnel Development to Improve Services and Results for Children with Disabilities ([Personnel Preparation](#)) program to support educator diversity, particularly in the most underserved schools and districts.

The activities and goals of [Hawkins](#), [TQP](#), and [Personnel Preparation](#) grantees may help inform and shape similar efforts to increase educator diversity. For example, the Hawkins program is designed to support comprehensive, high-quality State-accredited teacher preparation programs by creating centers of excellence at HBCUs, TCCUs, or other MSIs, such as HSIs, to help increase and retain the number of well-prepared teachers from diverse backgrounds. This program focuses on various aspects of the teacher preparation pipeline, including the recruitment, preparation, support, placement, retention, and retraining of teachers for and in under-resourced schools to support underserved students. Through this program, the Department seeks to fund applicants that propose to incorporate evidence-based practices into their teacher preparation program.

The TQP program funds teacher preparation programs at the undergraduate or “fifth-year” level (Pre-Bac Models) and teaching residency programs for individuals new to teaching with strong academic and professional backgrounds (Residency Models). TQP also funds school leadership programs for those training to become principals and other school leaders. Eligible TQP applicants are “eligible partnerships” that must include a high-need district; a high-need school or consortium of schools served by the high-need district or, as applicable, a high-need early childhood education program; a partner institution; a school, department, or program of education within the partner institution; and a school or department of arts and sciences within the partner institution. These “eligible partnerships” may include SEAs, State boards of education, public or private nonprofit educational organizations, and a list of other entities found in Section 200(6)(A) of the [Higher Education Act of 1965](#). This array of required and possible

⁵⁵ Ma, A., (2023). US has a teacher shortage. HBCUs are helping to change that. [US has a teacher shortage. HBCUs are helping to change that | AP News](#)

⁵⁶ Edmonds, L. (2024). Role Models Revisited: HBCUs, Same-Race Teacher Effects, and Black Student Achievement, Working paper, https://www.lavaredmonds.com/uploads/1/4/2/8/142800166/hbcus_draft_edmonds_july_2024.pdf.

⁵⁷ Gasman, M., Castro Samayoa, A., & Ginsberg, A. (2016). *A Rich Source for Teachers of Color and Learning: Minority Serving Institutions*. Philadelphia, PA: Penn Center for Minority Serving Institutions.

partners highlights the opportunity for different actors to coalesce around a shared goal of a producing and supporting a high-quality and diverse educator workforce. The Biden Harris-Administration has prioritized TQP projects designed to diversify the teacher pipeline by addressing identified teacher shortage areas in partnership with HBCUs, TCCUs, HSIs, and other MSIs.

The Personnel Preparation program helps meet state-identified needs for adequate numbers of fully certified personnel to serve children with disabilities by supporting competitive awards to (1) provide research-based training and professional development to prepare special education, related services, early intervention, and regular education personnel to work with children with disabilities; and (2) ensure that those personnel are fully qualified and possess the skills and knowledge that are needed to serve children with disabilities. The Department must award grants that support training activities in a few high priority areas including (1) general personnel development and preparing beginning special educators, (2) personnel serving children with low incidence disabilities, and (3) leadership personnel. In fiscal year 2024, the Department also [awarded a grant](#) to establish a National Technical Assistance Center to Diversify the Workforce Serving Children with Disabilities (the Center), which will support HBCUs, TCCUs, and other MSIs that offer degree or certification programs in early intervention, early childhood special education, special education, or related services. The goal of the Center is to help these institutions improve and develop high-quality programs and increase the number of programs that can successfully compete to receive related Federal grants.

Approaches to financial supports and incentives and strategic investments include the following:

- Provide tuition assistance, compensation (which may include a stipend) for clinical experiences, stipends for books, waivers for educator licensing exam fees, service scholarships, and offering student loan forgiveness for educators who teach in high-need schools or subject areas.
- Establish State and local student loan forgiveness programs that can be designed to complement existing Federal programs, such as the [Public Service Loan Forgiveness](#) program and Income Based Repayment plans to maximize benefits for borrowers and which may include helping teachers make payments on their Federal loans.

Strategy in Action: Provide Financial Support for Diverse Teacher Candidates

- [TEACH North Carolina](#) is a public-private partnership between the North Carolina Department of Public Instruction, TEACH.org, and [BEST NC](#) in collaboration with North Carolina’s public schools, districts, and EPPs. The partnership was launched in 2019 to elevate the image of the teaching profession and increase the quantity, quality, and diversity of teachers entering North Carolina’s classrooms. It provides 1-on-1 personalized support for teacher candidates, including connections to local EPPs, free preparation support for exams, and support in accessing financial assistance. In the 2023 academic year, [TEACH North Carolina](#) recruited 2,298 applicants to North Carolina EPPs, including 1,171 applicants who identify as people of color (over 50 percent of the total recruits). As of 2021-2022, only 25 percent of North Carolina teachers were individuals of color.

- Clemson University implements the [Mentors Instructing Students Toward Effective Role Models](#) initiative to increase the pool of available teachers from a broader more diverse background, particularly among the State's lowest performing elementary schools. The program selects participants largely from among underserved, socio-economically disadvantaged and educationally at-risk communities and provides (1) tuition assistance through Loan Forgiveness programs for admitted students pursuing approved programs of study in teacher education at participating colleges; (2) an academic support system to help assure their success; (3) a cohort system for social and cultural support; and (4) assistance with job placement.

- Increase the affordability of teaching in high-cost areas by reducing or offsetting the cost of childcare, transportation, and housing (e.g., rent or downpayment assistance) for educators teaching in high-need and high-cost areas. States and districts are increasingly pursuing support for housing as an important strategy to increase affordability for educators in high-needs communities.

Strategy in Action: Offset Costs of Housing in School Communities

- Colorado's Roaring Fork Schools and Eagle County School District have provided [affordable housing](#) options for educators in their districts. River Fork, a 5,800-student, 14-school district with 413 teachers, pursued different approaches to meet the needs of educators in its district. Sixty-six rental units have been built or acquired as of 2022 and another 50 are planned, funded via a district bond issue in 2015 that included \$15 million for teacher housing initiatives and an additional \$5 million from the local school board's general fund. A district committee decided that as new rental units became available, 80 percent of all funded units would go to teachers, and the remaining 20 percent would go to classified staff, all selected by random lotteries.

Eagle County, a 6,900 student, 16-school district with 514 teachers, similarly pursued multiple approaches to identify over 200 rental units of which 100 were reserved for teachers selected through a lottery and 100 were open to any district employee also selected through a lottery. The district further plans to build an apartment complex on district-owned land with funding from "certificates of participation" (an instrument similar to a municipal bond).

- Several districts in [North Carolina](#) have secured affordable housing for educators. Buncombe County Schools in Asheville partnered with school staff, community leaders, county government, and the North Carolina State Employees Credit Union to establish the [Williams-Baldwin Teacher Campus](#) which provides 24 rental units for permanent teachers. Durham Public Schools partnered with Duke University to establish the [Duke TeachHouse](#) which consists of two houses directly across from a district elementary school that serve as a peer living and learning community for early career teachers that graduate from Duke's teacher preparation programs.

➤ South Carolina’s [Fairfield County School District](#) partnered with the University of South Carolina to establish the district’s housing development called [Teacher Village](#) to help support teacher retention.

- Invest in teacher residencies, an evidence-based strategy to help diversify the educator workforce that provides financial support for residents in exchange for a three- to five-year teaching commitment.⁵⁸ Key features of teacher residencies include (1) strong district/IHE partnerships; (2) coursework and teaching tightly integrated with clinical practice; (3) a full-year residency teaching alongside an expert mentor teacher with whom residents co-teach; (4) cohorts of residents placed in “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach; and (5) ongoing mentoring and support for graduates.

Strategy in Action: Invest in Teacher Residency Programs

- [New Mexico’s Teacher Residency Program](#) supports year-long teacher residency programs that increase educator diversity and prepare teachers to fill high-need shortage areas. The program is supporting 285 teacher residents in fiscal year 2025 and provides residents with a stipend of no less than \$35,000 per year. The New Mexico Public Education Department is required to ensure that residency programs serve the State’s rural, urban, and suburban areas and are co-administered by a post-secondary educational institution or tribal college and one or more school districts or charter schools. Mentor teachers supporting residents are required to receive ongoing evidence-based training in coaching and mentoring teacher residents and compensation for time and added responsibilities. As a result of these efforts, 33 percent of newly certified teachers in the State are now prepared through residencies.⁵⁹
- California has made significant investments in residency programs as a strategy to diversify its educator workforce. Specifically, building on its previous commitment to residency programs, California passed [legislation](#) in 2021 to appropriate \$350 million to the commission for the Teacher Residency Grant Program to develop new, or expand, strengthen, or improve access to existing, teacher residency programs that support designated shortage fields or local efforts to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce that reflects a district’s diversity. The legislation requires a candidate in a teacher residency program sponsored by a grant to agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate for at least four school years after completing an initial year of preparation and obtaining a preliminary teaching credential.

⁵⁸ Shand, R., Madhani, N., & Austin, K. (2023). Teacher Residencies as an Approach to Teacher Diversity: Promising Strategies for Recruiting and Retaining Black Educators. *Issues in Teacher Education*, 32(1), 74-101.

⁵⁹ DeBell, A., New Mexico Department of Public Instruction (2024). Presentation at Supporting State Action to Advance the Education Professions - National Capstone Event, Washington, DC. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute. For more information on these convenings, see <https://blog.ed.gov/2024/08/department-convenes-states-to-elevate-support-for-educators/>.

- Invest in Grow Your Own (GYO) programs to recruit and prepare teachers from within communities that schools serve to bring racial, ethnic, and cultural diversity and skills such as bilingualism into schools. GYO programs leverage partnerships between schools, districts, community organizations, and teacher preparation programs. This can include programs such as those allowing current high school students to begin earning credit towards an education degree, at no cost, which can reduce the overall cost of the degree. Other programs support current uncertified staff such as paraprofessionals, in earning their degree, if needed, and teaching certification. These programs often provide tuition support and candidates may be able to receive credit for their previous classroom experience, lowering the overall cost. The fiscal year 2024 [TQP grant competition](#) outlined key features of high-quality grow your own programs.

Strategy in Action: Invest in Grow Your Own Programs

- Illinois built Grow Your Own Illinois ([GYO-IL](#)) through partnerships among IHEs and districts, including Eastern Illinois University, Southern Illinois University-Carbondale, Peoria Public Schools, and Chicago Public Schools/Lake County school districts. GYO-IL has resulted in 342 teacher candidates, 241 (70 percent) of whom identify as candidates of color (32 percent identify as Black or African American, 34 percent as Hispanic or Latino, and 29 percent as White).
- The Delaware Department of Education’s [Teacher Academy Career Pathway](#) is a career and technical education (CTE) program of study that support high school students’ development into future teachers. Using Carl D. Perkins Career and Technical Education Act (Perkins V) reserve funds, the State offered incentives for districts to adopt the program. The Teacher Academy program consists of three or more courses offered across all partnering high schools that allow for students to earn nine college credits in an education major, sit for their paraprofessional and Praxis exams, and participate in a practicum experience. More than half of Delaware’s high schools have adopted the program, including comprehensive, technical, and public charter high schools. The program currently enrolls thousands of high school students, the majority of whom are individuals of color. Participating districts can employ students who have completed the program as substitute teachers and paraprofessionals and offer open contracts for teaching positions upon students’ completion of a bachelor’s degree and all licensure and certification requirements.
- Washington’s Highline Public Schools partnered with Western Washington University to establish the [Bilingual Teacher Fellows Program](#), a GYO two-year residency program in which individuals serve as paraeducators while earning their bachelor’s in education and teaching certification. The program focuses specifically on supporting the certification of individuals proficient in one of the district’s targeted languages (Spanish, Vietnamese,

Somali).⁶⁰ In addition to serving in a paid position as a paraprofessional, fellows receive tuition support, advising, have a mentor, and participate in a cohort.⁶¹

- [New York](#) allocated funds in its 2022-2023 budget for services and expenses of a teacher diversity pipeline pilot operated by the State University College at Buffalo for the Buffalo City School District to assist 50 teacher aides and teaching assistants in attaining the necessary educational and professional credentials to obtain teacher certification.
- In 2021, [Kentucky](#) established in legislation a GYO program called the West Louisville Historically Black Colleges and Universities Pilot Project that directs the Kentucky State University to explore and pursue opportunities to partner with any other HBCU in the Commonwealth to offer courses during each fall, spring, and summer academic sessions. These courses include, but are not limited to, onsite, in-person courses delivered by Kentucky State University at or in conjunction with any other HBCU in the Commonwealth. The courses include dual credit courses for high school students, undergraduate level courses, graduate level courses, and courses for credit toward certificates and badges. The course credits are transferrable in and between Kentucky State University and any other HBCU in the Commonwealth, even if the course credits are not expressly articulated for other colleges or universities in the Commonwealth.

- Invest in [registered teacher apprenticeship programs](#), which can be an effective, high-quality “earn and learn” model that allows candidates to earn their teaching credential while earning a salary by combining coursework with structured, paid, on-the-job learning experiences with a mentor teacher. Reducing the cost of earning a license and offering flexible scheduling can support individuals from diverse backgrounds to pursue a teaching career, including individuals such as paraprofessionals, who may already have decades of experience in the classroom but previously could not afford to become a teacher, and who are more demographically representative of K-12 students than teachers. By addressing the financial barriers to becoming a teacher – both by addressing the cost of licensure and allowing individuals to work while pursuing their certification – these programs can particularly support the development of educators of color, who, as outlined above, experience these barriers at higher rates.

Strategy in Action: Invest in Registered Teacher Apprenticeship Programs

- Tennessee’s apprenticeship program began as an effort to expand residencies in the State and increase educator diversity. The [Tennessee Grow Your Own Center](#) supports the program at the State level and implements the State’s grant program supporting teacher apprenticeships and the establishment of apprenticeship programs with partner districts and education program providers. The program provides teacher licensure with no academic out-of-pocket costs for students and no debt. Currently, Tennessee has approved half of the districts in the State to host teacher apprentices.

⁶⁰ <https://www.highlineschools.org/departments/language-learning/bilingual-teaching-fellows>.

⁶¹ Garcia, A., *Building a Bilingual Teacher Pipeline: Bilingual Teacher Fellows at Highline Public Schools* (Washington, DC: New America, September 2017); https://d1y8sb8igg2f8e.cloudfront.net/documents/FINAL_EnglishLearners_Washington.pdf.

As of July 2024, the Tennessee Department of Education-sponsored teacher apprenticeship program has enrolled over 550 apprentices. The State's work on apprenticeships is expanding the pool of individuals pursuing teaching as a career and not competing with traditional residential EPPs; only 11.6 percent of registered teacher apprentices are between 18 and 24 years old.⁶² In addition, apprentices in the program are more diverse than the current education workforce in the State and more reflective of its student population.

- Increase investments in EPPs with a track record of preparing high-quality and diverse educators such as HBCUs, TCCUs, and HSIs and other MSIs. Since these programs prepare a large portion of teachers of color as noted earlier, investing in them can have a significant impact on efforts to recruit and prepare a diverse educator workforce.

Strategy in Action: Invest in HBCU, TCCU, HSI, and Other MSI Programs

- The U.S. Department of Education has [awarded](#) \$38 million dollars through the [August F Hawkins Centers of Excellence Program](#) grants to increase high-quality teacher preparation programs for teachers from diverse backgrounds, strengthen the diversity of the teacher candidates, and address teacher shortages. These investments include the following grantees whose approaches can be instructive to others seeking similar initiatives. In addition, the [Notice Inviting Applications](#) (NIA) outlines key program components that may also inform the design by States of efforts to invest in these programs.
 - ❖ [Grambling State University](#) in Louisiana, a fiscal year 2024 HBCU grantee, plans to improve alignment between Grambling's teacher preparation program and district needs; prepare 45 effectively trained, highly supported, teachers from diverse backgrounds over five years; establish high-quality communities of practice and offer induction workshops that lead to greater employment and retention of novice teachers; and enhance instructional skills and knowledge of Grambling faculty and staff and aspiring teacher mentors who will expand the impact of the program to more teachers and students long-term.
 - ❖ [Salish Kootenai College](#) in Montana, a fiscal year 2024 TCCU grantee, plans to increase the number of Native American teachers in Montana's underserved school districts and retain them. The Salish Kootenai College Division of Education's comprehensive, evidence-based teacher education program provides embedded extensive clinical field experience. The project will prepare effective and experienced bilingual teachers of Native Languages for high-need schools located in or near a Tribal Nation.
 - ❖ [University of Texas at San Antonio](#) in Texas, a fiscal year 2024 HSI grantee, plans to (1) recruit teacher assistants employed within the seven partner districts who are bilingual, first-generation, and/or from low-income backgrounds; (2) provide clinically rich, embedded coursework and experiences; (3) provide academic,

⁶² Crisp, E. Tennessee Grow Your Own Center (2024). Presentation at Regional Convening to Support State Action to Advance the Education Professions, Jackson, Mississippi. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute. For more information on these convenings, see <https://blog.ed.gov/2024/08/department-convenes-states-to-elevate-support-for-educators/>.

psychosocial, emotional support for teacher assistants to earn a bachelor's degree and certification in bilingual education; (4) place certified bilingual teachers in high-need schools; and (5) retain bilingual teachers by providing induction support that includes campus-based mentors.

- ❖ [North Carolina Central University](#) (NCCU) in North Carolina, a fiscal year 2024 HBCU grantee, plans to recruit, train, and retain highly qualified teacher education candidates from underrepresented backgrounds to become teachers and invest in their community. Through this program, NCCU will expand its partnership with Durham Public Schools and Durham Community Technical College. The project focuses on four core components to reach project goals: (1) extra-curricular and financial support; (2) academic support; (3) curriculum expansion; and (4) enhancements of clinical experiences.
 - ❖ [Medgar Evers College](#) in New York, a fiscal year 2022 MSI grantee, is partnering with 25 high-need elementary schools in eight community school districts in Central Brooklyn to increase (1) the supply of certified teachers of color in high-need schools in Central Brooklyn; (2) the supply of bilingual teachers of color to serve dual language students; (3) teacher effectiveness in research-based interdisciplinary instruction and culturally responsive pedagogy and practice.
- In fiscal year 2024, the Department awarded over \$17 million dollars through the [Personnel Development to Improve Services and Results for Children with Disabilities Program \(Personnel Preparation\)](#) grants to meet state-identified needs for adequate numbers of fully certified personnel to serve children with disabilities. Grants under this program in fiscal year 2024 prioritized investments in HBCUs, TCCUs, HSIs, and other MSIs to help ensure a diversity among educators who teach students with disabilities. These investments include the following grantees whose approaches can be instructive to others seeking similar initiatives. In addition, the [NIA](#) for one of these grants in particular outlines key program components that may also inform the design by States, districts, and IHEs who wish to pursue similar approaches.
- ❖ [College of Menominee Nation Wisconsin](#), a TCCU grantee, aims to increase the number of highly qualified Indigenous Special Educators who are prepared to meet the needs of rural and tribal school districts in the State. Goals for the grant include: (1) graduating 20 undergraduate students; (2) supporting 25 regional special education teachers teaching in local school districts to pursue an accelerated master's degree in special education through Edgewood College in Wisconsin; and (3) preparing highly qualified and culturally responsive special educators to meet the needs of high-need schools located on or near the Menominee Nation, Oneida Nation, and Stockbridge Munsee Band of Mohican tribal nations.
 - ❖ [Prairie View A&M University](#), an HBCU grantee, plans to increase the number of special education teachers and educational diagnosticians from under-represented minority groups in Texas and retain them in Texas' underserved school districts. The project aims to prepare 40 effectively trained, highly supported educational diagnosticians from under-represented minority groups in Texas over five years. Project activities include: (1) design an innovative strategy for recruiting and preparing educational diagnosticians; (2) redesign candidates' clinical experience to offer an extensive and intensive practical experience, including through high quality

communities of practice; (3) provide induction workshops that lead to increased employment and retention of novice educational diagnosticians; and (4) incorporate culturally and linguistically responsive approaches to evaluate and assess students with disabilities in or near partnering school districts.

- ❖ [New Mexico State University](#), an HSI grantee, plans to recruit and prepare eight undergraduate multilingual (i.e., Spanish, English) students to become highly qualified early interventionists in New Mexico. Project goals include: (1) prepare scholars to apply culturally responsive and evidence-based practices; (2) leverage cultural wealth/funds of knowledge; and (2) utilize translanguaging practices to provide early intervention services to multilingual families with infants and toddlers with delays and disabilities.

- Provide additional compensation for educators from diverse backgrounds that take on expanded duties such as serving as a mentor or instructional coach, sponsoring clubs, and working on school or district level strategic planning.
- Offer stipends to attract teachers to harder-to-staff subject and geographic areas. While all teachers should be compensated fairly and competitively, schools serving large percentages of historically underserved or bilingual students are in particular need of high-quality educators. Specifically, Black students are approximately twice as likely as White students and Hispanic students 75 percent more likely as White students to attend a school in an under resourced district.⁶³

Strategy in Action: Provide Stipends for Hard-to-Staff Areas

- California's [Calexico Unified School District offers](#) credentialed teachers currently teaching bilingual classes a yearly stipend.
- In 2021, the State of California began implementing the [National Board for Professional Teaching Standards \(NBPTS\) Certification Incentive Program](#) that provides California National Board-Certified Teachers (NBCTs) assigned to teach in a high-priority school for at least 50 percent of a full-time position a \$25,000 incentive reward in \$5,000 installments for five consecutive years. In addition to classroom teachers, the program may include teachers serving leadership roles as a peer assistance and review coach, mentor, or other support provider as long as the position does not require an administrative credential.

- Increase investments in partnerships between IHEs and school districts to align EPPs with needs at the local level, including the diversity of the teaching staff better representing the diversity of the student population and school community.

⁶³ Baker, B.D., Di Carlo, M., & Weber, M. (2024). *The adequacy and fairness of state school finance systems*. Albert Shanker Institute, University of Miami School of Education and Human Development, and Rutgers Graduate School of Education. schoolfinancedata.org

Strategy in Action: Invest in Partnerships Between HBCUs, TCCUs, HSIs, and Other MSIs and School Districts

- In fiscal year 2024, the Department awarded more than \$28 million dollars through the [Teacher Quality Partnership Program \(TQP\)](#) to recruit, prepare, develop, and retain a strong, effective, and diverse educator workforce for classrooms across the country. The central feature of all TQP grantees is a strong partnership between the teacher preparation program and the school districts they serve, which is often facilitated by mentor teachers that coach and prepare incoming educators. These investments include the following grantees whose approaches can be instructive to others seeking similar initiatives. In addition, the [NIA](#) outlines key program components that may also inform the design by States, districts, and IHEs who wish to pursue similar approaches.
 - ❖ [California State University, Chico](#) (Chico State) in California, an HSI, will leverage its Belong, Engage, Support, and Transform (BEST) teaching residency program. Goals for the grant include: (1) recruit, prepare, and support 60 pre-service candidates (i.e., teacher residents), particularly from underserved populations, to serve in high-need rural districts; (2) prepare teacher residents to meet student social, emotional, and educational needs by developing their expertise in inclusive pedagogy, social-emotional learning, and trauma-informed practices; (3) improve mentor teachers' capacity to support teacher residents; and (4) provide ongoing support that complements teacher resident induction experiences during their first three years.
 - ❖ [Southern University of New Orleans](#) in Louisiana, an HBCU, will leverage the NOLA TQP with goals to (1) design and launch three new leadership programs, in conjunction with enhanced teaching residencies; (2) increase the pool of diverse, locally-invested EPP applicants; (3) increase the number of certified leaders and teachers, including general education and specialized teachers who support students with disabilities and students who are English Learners; and (4) contribute to research on effective educator preparation, as well as recruitment and retention strategies to increase the number of highly effective and diverse educators.

Strategy 2: Create Positive and Supportive Learning Conditions for Candidates of Color Enrolled in EPPs to Increase Program Completion

If not well-designed, experiences as candidates enrolled in EPPs may turn prospective teachers away from pursuing a teaching career or cause in-service teachers to leave the profession. Strategies to support program completion for candidates from diverse backgrounds enrolled in EPPs should include investigating and addressing the causes for noncompletion, investing in and providing additional support to address unique needs, and creating more supportive learning environments.

Research indicates that EPPs may increase completion rates for candidates of color enrolled in EPPs through intentional strategies to support them, such as mentoring of new candidates by 3rd and 4th year candidates; providing a space for connection with others with common identities,

background, and experiences; and ensuring quality interactions with faculty.^{64,65,66} For example, affinity groups can provide opportunities for networking, support, and inspiration among candidates from diverse backgrounds enrolled in EPPs and help address potential feelings of isolation that they may experience.⁶⁷ In addition, establishing strong partnerships between EPPs and districts that can allow for these kinds of supports to continue once the teacher is placed in the district.

Strategy in Action: Provide Targeted Supports for Candidates from Diverse Backgrounds Enrolled in EPPs to Increase Program Completion

- [Isle of Wight County Schools](#) in Virginia, a fiscal year 2024 TQP grantee, is partnering with the HBCU Norfolk State University to implement the Promise Initiative for Leaders and Teachers. Goals for the grant include: (1) reduce barriers for qualified individuals to enter the profession; (2) increase the number of candidates eligible to fill public school divisions' hard-to-staff positions; (3) strengthen strategies to recruit and retain a diverse, highly qualified educator workforce; (4) focus on instructionally focused interactions with teachers through coaching and timely feedback; and (5) build strong relationships, collaborative cultures, and strategic personnel management for hiring, placing, and retaining effective teachers with an emphasis on critical shortage areas.
- The Illinois State Board of Education's (ISBE) commitments to increasing the recruitment and persistence of educators of color have resulted in an increase in newly enrolled teacher candidates of color from 27 percent of all enrolled candidates in 2019 to 35 percent in 2022 and teacher program completers of color from 18 percent in 2019 to 32 percent in 2022. As part of [ISBE's work](#), it partnered with the American Institutes for Research to support all EPPs in developing plans for recruiting and retaining candidates of color, including by providing coaching sessions, webinars, and small group, peer-to-peer learning sessions.⁶⁸

⁶⁴ Gist, C., Bristol, T., Bianco, M., Goings, R. (2021). Finding Strategies to Bring Teachers of Color and Indigenous Teachers into the profession. Phi Delta Kappan Special Report Building a More Ethn racially Diverse Teaching Force: New Directions in Research, Policy, and Practice.

⁶⁵ Bristol, T., Wallace, D., Manchanda, S., and Rodriguez, A., (2020) Supporting Black Male Preservice Teachers: Evidence from an Alternative Teacher Certification Program, *Peabody Journal of Education*, 95:5, 484-497, DOI:10.1080/0161956X.2020.1828690.

⁶⁶ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

⁶⁷ Bristol, T. J. (2023). Black men teaching: Toward a theory of social isolation in organizations. In *Men Educators of Color in US Public Schools and Abroad* (pp. 8-26). Routledge.

⁶⁸ Patterson, K. Illinois State Board of Education (2024). Presentation at Regional Convening to Support State Action to Advance the Education Professions, Chicago, IL. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute. For more information on these convenings, see <https://blog.ed.gov/2024/08/department-convenes-states-to-elevate-support-for-educators/>.

Strategy 3: Create Positive and Supportive Teaching Conditions for In-Service Educators from Diverse Backgrounds

Research indicates school environments can negatively impact the work experiences of teachers of color and may factor into their decisions to remain in the profession.⁶⁹ Once recruited into a teaching position, States, districts, and schools can work to ensure positive and supportive working conditions for educators of color to increase the likelihood of retaining them through strategies such as providing opportunities for advancement, classroom autonomy, participation in decision-making, and induction and mentoring programs designed to support educators of color and developed and assessed with their input.^{70,71} Additionally, collecting and disaggregating data from climate surveys and exit interviews, and using this data to identify and address areas where educators from diverse backgrounds report not feeling meaningfully included in decision-making, supported, and safe, can improve school climate and support retention efforts.^{72,73}

Approaches to creating more positive teaching and learning environments for educators from diverse backgrounds include the following:

- Support novice teachers from diverse backgrounds to thrive and succeed early in their careers, including matching novice teachers with a veteran mentor teacher, offering seminars, providing classroom assistance, establishing more dedicated teacher collaboration time, and providing coaching and feedback from experienced teachers.
- Improve working conditions by creating and supporting affinity groups for teachers from diverse backgrounds that provide a space for connection with others with common identities, background, and experiences. Affinity groups can offer opportunities for networking, support, and inspiration among educators and help address potential feelings of isolation that teachers of color may experience.⁷⁴ In addition, members of an affinity group can provide ongoing feedback to school and district leadership related to strengths and challenges in working conditions for teachers from diverse backgrounds.
- Provide ongoing professional learning opportunities for school and district leaders to build their skills at enhancing school climate and working conditions to support the recruitment and retention of a diverse teaching staff. Equipping school and district leaders with these skills can help establish an inclusive and culturally responsive school climate that may benefit all students and teachers, and teachers of color in particular.
- Intentionally develop future school leaders and superintendents of color. As noted above in section I, school and district leaders from diverse backgrounds can support the

⁶⁹ Frank, T. J., Powell, M. G., View, J. L., Lee, C., Bradley, J. A., & Williams, A. (2021). Exploring Racialized Factors to Understand Why Black Mathematics Teachers Consider Leaving the Profession. *Educational Researcher*, 50(6), 381-391. <https://doi.org/10.3102/0013189X21994498>.

⁷⁰ Ibid, p.14.

⁷¹ Gist, C., Carver-Thomas, D., Carver-Thomas, D., Bristol, T., Darling-Hammond, L., Hyler, M. (2021) Motivating Teachers of Color and Indigenous Teachers to stay in the field. Phi Delta Kappan Special Report Building a More Ethn racially Diverse Teaching Force: New Directions in Research, Policy, and Practice.

⁷² Frank, T. J., Powell, M. G., View, J. L., Lee, C., Bradley, J. A., & Williams, A. (2021). Exploring Racialized Factors to Understand Why Black Mathematics Teachers Consider Leaving the Profession. *Educational Researcher*, 50(6), 381-391. <https://doi.org/10.3102/0013189X21994498>.

⁷³ Bristol, T. J. (2023). Black men teaching: Toward a theory of social isolation in organizations. In *Men Educators of Color in US Public Schools and Abroad* (pp. 8-26). Routledge.

⁷⁴ Bristol, T. J. (2023). Black men teaching: Toward a theory of social isolation in organizations. In *Men Educators of Color in US Public Schools and Abroad* (pp. 8-26). Routledge.

recruitment and retention of teachers from diverse backgrounds. Furthermore, school leaders play an important role in developing school culture and climate.⁷⁵

Strategies in Action: Provide Induction and Professional Development and Other Support for Teachers and School Leaders

- The Massachusetts Department of Elementary and Secondary Education demonstrates its commitment to a diverse educator workforce through a [variety of professional development initiatives](#). The SEA established a [Diversifying the Educator Workforce Grant Program](#) to support a range of district strategies for improving educator diversity and facilitates professional learning communities in which 125 participating districts focus on recruiting and retaining a diverse educator workforce more effectively.⁷⁶ Strategies that the State encourages its districts and schools to pursue include establishing or expanding induction, mentoring, feedback programs, and affinity groups that are carefully designed to offer targeted support for retaining staff from underrepresented backgrounds, ensuring their sustained engagement and success.

Massachusetts' partnership with the Massachusetts Association of School Superintendents and the Massachusetts School Administrators Association aims to develop leaders focused on culturally responsive leadership through a new Superintendent Induction Program and Equity in Action Program for Massachusetts school leadership teams. Since fiscal year 2019, the State has seen a 28 percent increase in racially and ethnically diverse teachers and a 140 percent increase in such superintendents.⁷⁷ New teachers of color increased from 10 percent of all new teachers in 2012 to 18 percent in 2023.⁷⁸

- Washington invests in an [Advancing Equity Grant](#) which requires grantees to develop and implement proposals using equity-based assessment measures and practices that show potential to dramatically and sustainably advance educational equity and diversify the educator workforce. Grantees must also share usable tools or artifacts, a publishable manuscript, and two professional presentations of learning intended to build capacity in the field to replicate effective approaches.
- Through its [Due North Education Plan](#), the Minnesota Department of Education prioritized implementing and scaling up programs to recruit, retain, and support teachers of color and Indigenous teachers. Part of the SEA's work includes a [suite of resources](#) to inform district teacher retention efforts. The Minnesota Mentoring and Induction

⁷⁵ Turan, S., & Bektas, F. (2013). The relationship between school culture and leadership practices. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 52, 155- 168.

⁷⁶ Robinson, R. and Fernandes, D., Massachusetts Department of Elementary and Secondary Education (2024). Presentation at Supporting State Action to Advance the Education Professions - National Capstone Event, Washington, DC. Convening hosted by U.S. Department of Education, TEACH.org and the Hunt Institute. For more information on these convenings, see <https://blog.ed.gov/2024/08/department-convenes-states-to-elevate-support-for-educators/>.

⁷⁷ Massachusetts Department of Elementary and Secondary Education. Diverse and Culturally Responsive Workforce. <https://www.doe.mass.edu/csi/diverse-workforce>.

⁷⁸ Ibid.

Framework is the foundation on which these resources build. This framework reflects mentoring and induction programs that (1) focus on understanding identities and building upon new teachers' strengths, including cultural understanding, lived experiences, and high expectations; (2) promote systems that support teachers to experience their profession in more culturally relevant ways; (3) center on social-emotional support and teachers of color and American Indian teachers' sense of well-being; and (4) encourage efforts to build informal mentoring networks.

- Provide educators from diverse backgrounds leadership, career growth, and recognition opportunities designed to improve school environments, working conditions, and encourage retention. Leadership opportunities can include hybrid roles where teachers can remain in the classroom and receive additional compensation for more responsibilities outside the classroom (e.g., mentoring, being an instructional coach).
- Cover the cost of teachers earning National Board Certification (NBC) and provide additional compensation to teachers who achieve NBC. Teachers with NBC are less likely to leave the profession,⁷⁹ and having an NBC teacher may lead to better academic outcomes for students.⁸⁰ The Center for Educator Recruitment, Retention and Advancement found that, over a five-year period, the turnover rates of South Carolina teachers with NBC were significantly lower than the turnover rate for all South Carolina teachers. For example, in the 2016–2017 school year, the turnover rate for all teachers in the State was 7.9 percent while the turnover rate for NBC teachers was only 1.9 percent.⁸¹

Strategy in Action: Provide Leadership, Advancement, and other Recognition Opportunities

- The Institute of Education Sciences Regional Education Laboratory Midwest [partnered](#) with Minnesota districts on a multi-pronged approach to develop and sustain school cultures and working conditions to retain teachers of color and indigenous teachers. A [logic model](#) articulates activities and outcomes, with long-term outcomes that include (1) increase in teachers of color and Indigenous teachers represented on key school leadership teams; (2) improved perceptions of school climate among school staff; (3) improved sense of belonging among teachers, particularly for teachers of color and Indigenous teachers; (4) improved intent to remain working at the same school, as a teacher or in another role; (5) improved retention of teachers, including teachers of color and Indigenous teachers.
- The Maryland State Department of Education demonstrates its commitment to increasing the diversity of its educator workforce via its legislatively passed [Blueprint for Maryland's Future](#) that includes a high-quality and diverse educator workforce as one of

⁷⁹ Cowan, J. & Goldhaber, D. (2018). Do Bonuses Affect Teacher Staffing and Student Achievement in High Poverty Schools? Evidence from an Incentive for National Board Certified Teachers in Washington State, *Economics of Education Review*, 65, 138-152.

⁸⁰ Cowan, J., & Goldhaber, D. (2016). National Board Certification and Teacher Effectiveness: Evidence From Washington State. *Journal of Research on Educational Effectiveness*, 9, 233 - 258.

⁸¹ Center for Educator Recruitment, Retention, & Advancement. (2018). Retaining South Carolina Teachers Through National Board Certification. [nbct_retention_paper_1.30.18.pdf](#).

its top five pillars. The pillar focuses on increasing starting salaries to \$60,000 minimum, offering career ladder and incentives for NBC teachers up to \$17,000, and raising expectations for teacher preparation and induction. Further, the State prominently displays multiple options for pursuing a career in teaching, including efforts to recruit high school students who may be interested in teaching careers and individuals who may be interesting in seeking a career change to become educators.

- Administer climate surveys regularly to evaluate teacher engagement and satisfaction to determine whether the school climate promotes the retention of educators from diverse backgrounds. This should include providing school and district leaders with survey data in easily accessible formats, disaggregated by demographic characteristics when possible, to promote use at the local level to expand strengths and identify areas for improvement. In addition to statewide surveys, districts can collect and analyze exit and stay interview data to inform improvements to school climate.

Strategy in Action: Administer School Climate Surveys

- North Carolina administers the comprehensive [Teacher Working Conditions Survey](#) biennially to gather educator’s perceptions on topics such as retention, school leadership, safety and well-being, facilities and resources, equity (including if the school environment is culturally inclusive), and professional development. The State first administered the survey in 2002 and uses survey results to provide policymakers and school leaders with actionable information for improving professional development, school improvement plans, and teacher and administrator evaluations. The State also created a [Teacher Working Conditions Promising Practices](#) resource to assist schools and districts with using survey data.
- [Kentucky](#) administers the [Impact KY Working Conditions Survey](#) annually to gather teacher and school leader perceptions on a variety of topics including staff-leadership relationships, school climate, professional learning, feedback and coaching, educator well-being and belonging, and readiness to educate and support all students. The State provides results overall and disaggregated by district, school, educational cooperative, and school grade configuration. Within each reporting level, the State provides results by role in the school, length of service in the profession, length of service in the district and school, gender, race/ethnicity, grade span taught, and type of certification (traditional or alternative). The State provides a variety of [resources](#) to support use of survey results, including guides for district administrators and teachers and learning modules for district and school leadership teams and teachers to review, reflect on, and drive improvements based on data.

Strategy 4: Collect, Analyze, Use, and Make Publicly Available Educator Diversity Data

In addition to understanding racial diversity in the educator workforce at the national level, it is critical for States and districts to evaluate teacher diversity status and trends at the State and local levels. To determine the most strategic approaches and establish specific educator diversity goals based on empirical data, States and districts should analyze a variety of educator diversity data at the State and local levels, disaggregating by race, ethnicity, gender, etc., including data on candidates enrolled in EPPs, in-service teachers, and teachers who have left; determine if and

where gaps exist; and make publicly available such information. Transparency regarding educator diversity at the State, district, and school levels can help facilitate conversations among education stakeholders, including parents and families, and grow partnerships to strengthen educator diversity efforts and meet diversity goals.

Approaches to collecting, analyzing, and using data to improve educator diversity include the following:

- Establish a task force of key partners charged with collecting and analyzing State, district, and school level educator diversity data and making recommendations based on their analyses. Such task forces can help ensure data-based decision making that includes all members of the educational community to design, implement, and track educator diversity efforts.

Strategy in Action: Establish Statewide Task Forces to Understand and Address Educator Diversity

- Governor of North Carolina Roy Cooper established the [Developing a Representative and Inclusive Vision for Education \(DRIVE\) Task Force](#) in 2019 with the charge to make recommendations and identify strategies to increase the racial and ethnic diversity of the teaching workforce in North Carolina to prioritize equity and inclusion. The Task Force included 34 members representing a wide range of stakeholders from across North Carolina and, in 2021, submitted to Governor Cooper the [DRIVE Final Report and Recommendations](#), which includes recommendations and strategies to increase the diversity of the educator workforce in North Carolina. The Task Force analyzed educator workforce data in the State and created key educator diversity performance indicators, including specific targets for the percentage of candidates enrolled in EPPs who are individuals of color, completion rates for EPP students of color, licensure passage rates for individuals of color, and retention rates for educators of color.
- State [legislation](#) passed in 2021 directed the Iowa SEA to convene a task force on growing a diverse prekindergarten through grade 12 teacher base in Iowa. The task force included representatives from IHEs with EPPs, teacher preparation and licensure experts from State agencies, districts (including teachers, administrators, and school board members), apprenticeship programs, organizations that provide student support leading to higher academic performance, and community-based organizations demonstrating expertise in workforce development. The task force [recommended](#) that (1) the legislature require and fund a study examining why individuals from underrepresented backgrounds do not enter or stay in the teaching profession; (2) the legislature require and fund the Iowa SEA to conduct a pilot examining pathways into teaching, including a Registered Apprenticeship using the U.S. Department of Labor (DOL)/Office of Apprenticeship standards; (3) the Iowa SEA develop and support partnerships between P-12 schools and IHEs; and (4) the Iowa SEA collaborate with the DOL and the Iowa College Student Aid Commission to reduce student loan debt for candidates enrolled in EPPs.
- In 2020, the [California Department of Education](#) (CDE) established the CDE Educator Diversity Advisory Group to provide recommendations on how the CDE can recruit,

support, and retain teachers of color across California. Group members developed a bottom-up approach to policymaking, holding four virtual convenings with practitioners across California to document how practitioners were supporting and retaining a racially and ethnically diverse educator workforce, the barriers they had faced in diversifying the educator workforce, and their recommendations to the CDE on policy levers aimed at bolstering teacher diversity efforts.

- Use a data tool to identify gaps, such as the [Automated Teacher Diversity Tool](#), which was designed to help staff from SEAs support districts in identifying gaps in the diversity of their teacher workforces. The tool generates reports that provide the racial and ethnic makeup of a district’s student and teacher populations and its teacher retention rates at specified intervals. Districts may use this data to determine specific goals for increasing the diversity of the educator workforce. Using the data to develop a public educator workforce dashboard supports transparency around the status of and ongoing progress toward meeting educator diversity goals.
- Use data from tools such as the one described above to set and track educator diversity goals. Tracking progress towards goals can help identify strengths and opportunities for improvement in the approach that a State or district is pursuing. States including Massachusetts, Illinois, and Tennessee set targets for increasing the diversity of their educator workforce.⁸²

Strategy in Action: Use Data to Drive Educator Diversity Plans

- Oregon’s [Educator Advancement Council](#), a partnership among Oregon’s Department of Early Learning & Care, Department of Education, Higher Education Coordinating Commission, and Teacher Standards & Practice Commission established in 2017 through [Senate Bill 182](#), publishes biannually a [report](#) on the State’s progress toward meeting its educator diversity goals. The report includes data, recommendations, and analysis about how to improve further on the progress the State has made or where additional policy efforts are necessary. In addition to reporting on educator preparation and workforce diversity, the report highlights evidence-based practices for recruiting, preparing, supporting, and advancing culturally and linguistically diverse educators.
- Connecticut provides a [suite](#) of resources for districts across the State to support their efforts at diversifying their staff. In particular, the State developed *Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection* and *Creating an Action Plan and Sustaining Efforts to Increase Educator Diversity: A Toolkit for District & School Leaders* to inform work at the local level. These resources include tools to conduct a systematic examination of the diversity of the educator workforce at the local level, to plan for addressing gaps, and to review and engage in continuous improvement of the plan to support progress toward goals and objectives.

⁸² Olson, L (2023) Teachers Like US: Strategies for Increasing Educator Diversity in Public Schools. FutureED.

- Launch recruitment campaigns that target diverse teacher candidates. The Department, in partnership with TEACH.org and the 1 Million Teachers of Color Campaign, launched [*Teachers: Leaders Shaping Lives*](#), a national Public Service Announcement (PSA) campaign to inspire more talented people – especially those from underrepresented communities – to become teachers. States and districts can freely use the PSA and its resources in their own outreach efforts.

Together, providing financial supports and incentives, making strategic investments, creating positive and supportive learning and teaching conditions for candidates from diverse backgrounds enrolled in EPPs and in-service educators from diverse backgrounds, and effectively collecting, analyzing, using, and making publicly available educator diversity data can contribute to increased educator diversity. The next section describes Federal funding sources that States and districts can use to support the actions described in this section in addition to their own investments.

III. HOW SEAS, DISTRICTS, AND IHEs CAN LEVERAGE FEDERAL FUNDS TO SUPPORT EDUCATOR DIVERSITY EFFORTS

In addition to their own investments, SEAs, districts, and IHEs can use funds across a range of Federal formula and competitive grant programs to support educator diversity efforts, including the strategies outlined above. While these funds can be used to increase the educator workforce in general, strategic use of them to target gaps in educator diversity can help meet and exceed State and local goals.

The table below lists Federal funds that can potentially be used to support educator diversity efforts. The “actions” listed in the table are described in section II of this document. Please see Appendix A for more information about the grant programs listed in the table. This [link](#) provides information on grants up for competition or otherwise available in the current fiscal year. Note: * indicates funds can be used to support efforts to increase the diversity of teachers; otherwise, funds can be used to support increasing the diversity of both teachers and leaders, consistent with all applicable program requirements. Please note, grantees and subgrantees must comply with Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age. These laws include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, the Equal Educational Opportunities Act, and the Age Discrimination Act.

IMPORTANT NOTE: The inclusion of a funding source in the table does not mean that a specific proposed activity will always be an allowable use of that program’s funds: the allowability of costs is always situation and program specific. Grantees and subgrantees must ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students or participants for whom they are intended.

Federal Funds Available to Potentially Support Educator Diversity Efforts

Funding Source <i>Grantees and subgrantees must comply with Federal civil rights requirements and ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.</i>	Actions						
	Provide Financial Supports and Incentives (p. 8-20)		Create Positive and Supportive Learning and Teaching Environments and Educator Working Conditions (p. 20-25)				Collect, Analyze, Use, and Publish Data (p. 25-28)
	Pre-Service	In-Service	Leadership/Advancement	Induction/Professional Development	School Climate/Working Conditions	Retention	
Federal Formula Funds⁸³							
ESEA Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	X	X	X	X	X	X	X
ESEA Title I, Part C: Migrant Education Program				X			
ESEA Title II, Part A: Supporting Effective Instruction State Grants	X	X	X	X	X	X	X
ESEA Title III, Part A: English Language Acquisition Grants		X	X	X		X	
ESEA, Title III, Part A: Immigrant Children and Youth Grants		X	X	X		X	

⁸³ See [here](#) for the most recent guidance on the formula grant programs under the ESEA.

Funding Source <i>Grantees and subgrantees must comply with Federal civil rights requirements and ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.</i>	Actions						
	Provide Financial Supports and Incentives (p. 8-20)		Create Positive and Supportive Learning and Teaching Environments and Educator Working Conditions (p. 20-25)				Collect, Analyze, Use, and Publish Data (p. 25-28)
	Pre-Service	In-Service	Leadership/ Advancement	Induction/ Professional Development	School Climate/ Working Conditions	Retention	
ESEA Title IV, Part A: Student Support and Academic Enrichment Grants		X	X	X	X	X	X
ESEA Title V, Part B: Rural Education Achievement Program (REAP)	X	X	X	X	X	X	X
ESEA Title VI, Part A, Subpart 1: Indian Education Grants to Local Educational Agencies Program	X	X	X	X	X	X	
ESEA Title VII: Impact Aid	X	X	X	X	X	X	X
IDEA Part B, Section 611: Grants to States for Education of Children with Disabilities	X	X*		X	X	X*	X
IDEA Part B, Section 619: Preschool Grants for Children with Disabilities	X	X*		X	X	X*	X

Funding Source <i>Grantees and subgrantees must comply with Federal civil rights requirements and ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.</i>	Actions						
	Provide Financial Supports and Incentives (p. 8-20)		Create Positive and Supportive Learning and Teaching Environments and Educator Working Conditions (p. 20-25)				Collect, Analyze, Use, and Publish Data (p. 25-28)
	Pre-Service	In-Service	Leadership/Advancement	Induction/Professional Development	School Climate/Working Conditions	Retention	
Perkins V : Career and Technical Education State Grants	X			X		X	
HEA Title IV, Part A, Subpart 9 : Teacher Education Assistance for College and Higher Education (TEACH)	X						
Federal Competitive Funds⁸⁴							
ESEA Title II, Part B, Subpart 1 : Teacher and School Leader Incentive Grants	X	X	X	X	X	X	
ESEA Title II, Part B, Subpart 4 : Supporting Effective Educator Development Grant Program	X	X	X	X		X	

⁸⁴ For competitive grants programs, an entity must apply and be selected for a grant that proposes the activities outlined in this chart before having access to federal funds for these purposes.

Funding Source <i>Grantees and subgrantees must comply with Federal civil rights requirements and ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.</i>	Actions						
	Provide Financial Supports and Incentives (p. 8-20)		Create Positive and Supportive Learning and Teaching Environments and Educator Working Conditions (p. 20-25)				Collect, Analyze, Use, and Publish Data (p. 25-28)
	Pre-Service	In-Service	Leadership/ Advancement	Induction/ Professional Development	School Climate/ Working Conditions	Retention	
ESEA Title III, Part A, Subpart 3 : National Professional Development Program	X	X					
ESEA Title IV, Part C : Charter School Programs (see Appendix A for applicable competitions funded under this program)		X	X	X	X		
ESEA Title IV, Part D : Magnet Schools Assistance Program		X	X	X	X	X	X
ESEA Title IV, Part F, Subpart 1 : Education Innovation and Research (See Appendix A for competitions funded under this program)			X	X	X	X	X
ESEA Title IV, Part F, Subpart 3 : Mental Health	X		X		X		

Funding Source <i>Grantees and subgrantees must comply with Federal civil rights requirements and ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.</i>	Actions						
	Provide Financial Supports and Incentives (p. 8-20)		Create Positive and Supportive Learning and Teaching Environments and Educator Working Conditions (p. 20-25)				Collect, Analyze, Use, and Publish Data (p. 25-28)
	Pre-Service	In-Service	Leadership/ Advancement	Induction/ Professional Development	School Climate/ Working Conditions	Retention	
Service Professional Demonstration Grants							
ESEA Title IV, Part F, Subpart 3 : School-Based Mental Health Services Program		X	X	X	X	X	
ESEA Title VI, Part A Subpart 2 : Indian Education Professional Development Grants, including the Native American Teacher Retention Initiative	X	X	X	X		X	
ESEA Title VI, Part B : Native Hawaiian Education	X	X	X	X	X	X	X
ESEA Title VI, Part C : Alaska Native Education Program	X	X	X	X	X	X	X
IDEA Part D, Subpart 1 : State Personnel		X	X	X	X	X	X

Funding Source <i>Grantees and subgrantees must comply with Federal civil rights requirements and ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.</i>	Actions						
	Provide Financial Supports and Incentives (p. 8-20)		Create Positive and Supportive Learning and Teaching Environments and Educator Working Conditions (p. 20-25)				Collect, Analyze, Use, and Publish Data (p. 25-28)
	Pre-Service	In-Service	Leadership/ Advancement	Induction/ Professional Development	School Climate/ Working Conditions	Retention	
Development Grants Program							
IDEA Part D, Subpart 2: Personnel Preparation Program (see Appendix A for the competitions funded under this program)	X	X	X	X		X	X
Rehabilitation Act of 1973: Vocational Rehabilitation Demonstration and Training Programs: Braille Training	X	X		X	X	X	
HEA, Title II: Augustus F. Hawkins Centers of Excellence Grants	X*			X*		X*	
HEA Title II, Part A: Teacher Quality Partnership Grants	X	X	X	X		X	

Appendix A: Descriptions of the Federal Funding Sources that States, Districts, and Institutions of Higher Education Can Use to Support Educator Diversity and Select Examples of Grantees

Below are descriptions of the Federal funding sources listed in section III of this document. The descriptions below do not describe all program-specific rules and requirements that apply to each funding source. The inclusion of a funding source in this appendix does not mean that a specific proposed activity will always be an allowable use of that program's funds: the allowability of costs is always situation and program specific. Grantees and subgrantees must ensure funds are spent on allowable uses under the program, conform to all programmatic and fiscal requirements, and support the students for whom they are intended.

Federal Formula Funds

- [ESEA Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies](#): Formula funds to help provide students the opportunity to receive an equitable and high-quality education, and to close long-standing opportunity and achievement gaps. Title I funding can help Title I schools with high rates of poverty and high teacher turnover rates make critically needed new investments, including hiring additional educators, and providing additional financial support to attract and retain qualified and effective educators, school leaders, and other staff such as school counselors. In addition, Title I funding may support the professional growth of educators in Title I schools. The ESEA also requires States and districts to describe how they will ensure students of color and students from low-income backgrounds are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced educators compared to their peers.
- [ESEA Title I, Part C Migrant Education Program](#): Formula funds to support high-quality education programs for migratory children and help ensure that migratory children who move among the States are not penalized by disparities among States in curriculum, graduation requirements, and challenging State academic standards. Funds also ensure that migratory children not only are provided with appropriate education services that address their unique needs but also that such children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet. Federal funds are allocated by formula to States, based on each State's per pupil expenditure for education and counts of eligible migratory children.
- [ESEA Title II, Part A: Supporting Effective Instruction State Grants](#): Formula funds to States to help improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders. State-level activities include but are not limited to (1) reforming teacher and principal certification programs, (2) providing support for new teachers, and (3) providing professional development for teachers and principals. Local-level activities include but are not limited to (1) recruiting and retaining effective teachers and principals, which can focus on efforts to recruit and retain educators that reflect the

diversity of the student population, (2) providing professional development for teachers and principals, and (3) reducing class size.

- [ESEA Title III, Part A: English Language Acquisition Grants](#): Formula funds to States primarily based on the State's share of English learners. Funds can be used to support supplemental professional development for teachers of English learners and provide other supplemental strategies and programs that support these educators to meet the needs of English learners. These funds may be used to provide supplemental staff to support English learners if States and districts have already met their civil rights obligations. In general, States and districts may not use Title III funds to provide services to English learners that they are required to make available under other laws.
- [ESEA, Title III, Part A: Immigrant Children and Youth Grants](#): Grants for school districts that have experienced a significant increase in the number of immigrant children and youth in their schools (States can award funds to districts competitively or by formula). Districts that receive subgrants for immigrant children and youth use those funds to pay for supplemental enhanced instructional opportunities for immigrant children.
- [ESEA Title IV, Part A: Student Support and Academic Enrichment Grants](#): Formula funds intended to improve academic achievement by increasing the capacity of States and districts to provide students with access to a well-rounded education, improve school conditions for learning, and improve the effective use of technology. Allowable uses of funds may include salaries of supplemental personnel, such as additional STEM teachers and improving school climate and culture to create a positive and supportive environment for students, educators, and staff. Improving school climate and culture to help ensure safe and support learning environments can benefit all teachers, particularly teachers from diverse backgrounds.
- [ESEA Title V, Part B Rural Education Achievement Program \(REAP\)](#): REAP consists of two formula fund programs: the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income School (RLIS) program. A district may use SRSA funds to pay for activities that are allowable under Title I, Part A; Title II, Part A; Title III; Title IV, Part A; and Title IV, Part B of the ESEA. RLIS funds may be used for any allowable activities under Title I, Part A; Title II, Part A; Title III; and Title IV, Part A; as well as parental involvement activities. Both SRSA and RLIS funds can be used to implement initiatives to assist in recruiting, hiring, and retaining effective teachers; and provide high quality professional development to train teachers, principals, and other school leaders.
- [ESEA Title VI, Part A, Subpart 1: Indian Education Grants to Local Educational Agencies Program](#): Formula funds to school districts for programs serving Indian students, to help meet the unique cultural, language, and educational needs of such students and ensure that all students meet challenging State academic standards. This may include funding for the personnel required to carry out such activities that supplement and enrich the regular school program. The program has a [statutory hiring preference](#) required by the Indian Self-Determination and Education Assistance Act (25

U.S.C. 5307(b)) which gives Indians preferences and opportunities for training and employment in connection the administration of the grant.

- [ESEA Title VII, Impact Aid](#): Formula funds (Basic Support Payments) to help local school districts that educate federally connected children. These may be the children of members of the uniformed services, children who reside on Indian lands, children who reside on Federal property or in federally subsidized low-rent housing, and children whose parents work on Federal property. In general, to be eligible for assistance a local school district must educate at least 400 such children in average daily attendance or the federally connected children must make up at least three percent of the school district's total average daily attendance. Heavily Impacted Districts that enroll certain percentages of federally connected children and meet other specific statutory criteria, receive increased formula payments under Section 7003(b)(2). For example, if funds are used for teacher salaries or hiring, grantees working to diversify their teaching staff can use these funds at their discretion to support these efforts.
- [Individuals with Disabilities Education Act \(IDEA\), Part B, Section 611: Grants to States for Education of Children with Disabilities](#): Formula funds that may be used to support salaries of special education teachers and costs associated with related services providers such as speech-language pathologists and psychologists who provide related services to eligible children with disabilities under IDEA in accordance with their individualized education programs. States may also use a portion of these funds they reserve for State-level activities, other than administration, for a range of authorized activities including technical assistance, professional development, to assist districts in meeting personnel shortages (including increasing the diversity of personnel), to support capacity building activities, and data collection and analysis to the extent they support one of the authorized State-level activities under IDEA Part B section 611.
- [Individuals with Disabilities Education Act \(IDEA\), Part B, Section 619: Preschool Grants to States for Education of Children with Disabilities](#): Formula funds that may be used to support salaries of special education teachers and costs associated with related services providers such as speech-language pathologists and psychologists who provide related services to eligible children with disabilities aged 3 through 5 (and, at a State's discretion, to two-year-old children with disabilities who will turn three during the school year) under IDEA in accordance with their individualized education programs. States may also use a portion of these funds they reserve for a range of authorized State-level activities, other than administration, including support services; direct services for children eligible under this program; activities at the State and local level to meet the goals established by the State for the performance of children with disabilities in the State; and supplements to other funds used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families; and data collection and analysis to the extent they support one of the authorized State-level activities under IDEA Part B section 619.

- [Perkins V: Career and Technical Education State Grants](#): Formula funds that assist States in expanding and improving career and technical education (CTE) in high schools, technical schools, and community colleges. States and local recipients may invest Perkins funds in supporting and recruiting CTE educators to serve in Perkins programs and by including educator development as a CTE pathway for students in Perkins-funded CTE programs, which could include registered teacher apprenticeships. See [here](#) for more information on how registered apprenticeship programs can support educator diversity efforts. States may use up to 10 percent of their allocations to carry out State leadership activities, which must include using funds for recruiting, preparing, or retaining CTE teachers and faculty. Further, Perkins V allows for eligible recipients to use grant funds for creating or expanding recruitment, retention, or professional development activities for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals. State and local Perkins funds may also be used to make investments in the general educator pipeline by supporting the preparation and development of students interested in entering the education profession, including through dual enrollment and early college programs. Additional information on how CTE funds can be used to support the recruitment, preparation, and retention of a diverse education workforce are included in this [Dear Colleague Letter](#).
- [Higher Education Act, Title IV, Part A, Subpart 9: Teacher Education Assistance for College and Higher Education \(TEACH\)](#): Funds intended to provide an incentive for postsecondary education students to teach in in-demand fields and high-need schools. The program provides up to \$4,000 a year to undergraduate and graduate students who are completing or plan to complete coursework needed to become a teacher. Teachers who receive the grant must serve as full-time teachers in mathematics, science, foreign language, bilingual education and English language acquisition, special education, reading, or other in-demand fields and areas at a high-need school, for not less than four years within eight years of graduation. Teachers, retirees from another occupation with expertise in a field in which there is a shortage of teachers, or current or former teachers using a high-quality alternative route to certification through a partnership with an institution of higher education are eligible to receive TEACH grants to obtain a graduate degree. The Department has effectively implemented practices to address previous challenges with incorrect grant to loan conversions, making it easier for teachers to successfully participate in this program. Institutions of higher education, SEAs and districts can work to ensure eligible teacher candidates are utilizing this program to offset the cost of certification, and fulfilling grant and reporting requirements so that grants are not converted into loans.

Federal Competitive Funds

The Department awards competitive grant funds to eligible applicants based on the quality of applications as determined through a peer review process. For each competitive grant program, the Department publishes a Notice Inviting Applications (NIA) in the [Federal Register](#) and applicants apply through the [Grants.gov portal](#). Priorities described within NIAs focus grant competitions on the areas of particular interest to the Department and, generally, take the form of

specific kinds of activities that applicants are asked to include in an application. There are absolute priorities, which the applicant must address in order to be considered for funding; competitive preference priorities, which the applicant has the option of choosing whether or not to address and for which they may receive additional points; and invitational priorities, which the applicant is encouraged but not required to address and for which they receive no preference over applications that do not meet the priority. Learn more about the Department's competitive grantmaking [here](#).

- [ESEA Title II, Part B, Subpart 1: Teacher and School Leader Incentive Grants](#): Competitive funds help to support high-need schools provide career advancement opportunities for effective teachers, principals, and other school leaders and improve the process for recruiting, selecting, supporting, and retaining effective teacher and school leaders. The program is designed to support entities in implementing, improving, or expanding a Performance Based Compensation System, which may include implementing a differentiated salary structure for teachers who teach in high-needs schools or teach high-need subjects, raise student achievement, or take on additional leadership responsibilities, or for principals or other school leaders to serve in high-need schools and raise student achievement.
 - The [FY 2023](#) competition included two competitive preference priorities related to diversifying the educator workforce: (1) a priority for projects designed to promote educational equity and adequacy in resources and opportunity for underserved students that examines the sources of inequity and inadequacy and implements responses that may include increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers; and (2) a priority for projects designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.
- [ESEA Title II, Part B, Subpart 4, Section 2242: Supporting Effective Educator Development Grant Program \(SEED\)](#): Competitive funds to increase the number of highly effective educators through implementing evidence-based practices that prepare, develop, or enhance the skills of educators. These grants allow eligible applicants to develop, expand, and evaluate practices that can serve as effective models for strengthening the educator profession. The SEED program also encourages the use of rigorous evidence in selecting and implementing interventions to support educators' development across the continuum of their careers, including providing teachers, principals, and other school leaders with evidence-based professional enhancement activities, such as activities that lead to an advanced credential, including National Board Certification.

- The [FY 2022](#) competition included a competitive preference priority for projects designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding high-quality, comprehensive teacher preparation programs that have a track record of attracting, supporting, graduating, and placing underrepresented teacher candidates, and that include one year of high-quality clinical experiences (prior to becoming the teacher of record) in high-need schools.
- [ESEA Title III, Part A, Subpart 3: National Professional Development Program](#): Competitive funds for eligible entities to implement professional development activities intended to improve instruction for students who are English learners (ELs) and assist education personnel working with students who are ELs to meet high professional standards. Professional development activities may include both preservice and in-service activities.
 - The [FY 2024](#) competition required projects to increase the number of fully licensed or certified bilingual or multilingual teachers working in language instruction educational programs or serving students who are ELs, and improve their qualifications and skills, through evidence-based pre-service programs. The proposed pre-service program must have included one or more of the following GYO strategies designed to address shortages of bilingual or multilingual teachers and increase the diversity of qualified individuals entering the educator workforce: (1) implementing evidence-based GYO strategies for bilingual or multilingual individuals (e.g., creating dual enrollment, early college, and career and technical education programs in teaching for middle and high school students paired with offering seals of biliteracy or supporting bilingual or multilingual paraprofessionals actively working in P-12 schools in becoming teachers); (2) recruiting bilingual or multilingual individuals who may have a teaching credential, but who are not certified to teach bilingual or multilingual education, and supporting them in earning the additional certification; and (3) implementing evidence-based teacher residencies in bilingual or multilingual education, including scaling these evidence-based pathways through a registered teacher apprenticeship program.
- [ESEA, Title IV, Part C: CSP, Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools \(Developer Grants\)](#): Competitive funds for charter school developers and charter schools to enable them to open and prepare for the operation of new charter schools or replicated high-quality charter schools, or to expand high-quality charter schools in States that do not currently have a CSP State Entities grant. Charter schools that receive financial assistance through CSP Developer Grants provide programs of elementary or secondary education, or both, and may also serve students in early childhood education programs or postsecondary students. Allowable uses of funds under this grant program include preparing teachers, school leaders, and specialized personnel, including through paying costs associated with professional development.
 - The [FY 2024](#) competition included an invitational priority to encourage applications proposing to replicate or expand high-quality charter schools with multilingual programming centered on the needs and assets of the community the schools serve

and designed to provide students, particularly underserved students, with pathways to multilingualism through, among other mechanisms, approaches to recruit, support, and retain multilingual educators.

- [ESEA Title IV, Part C: CSP, Grants to Charter Management Organizations \(CMOs\) for the Replication and Expansion of High-Quality Charter Schools \(CMO Grants\)](#): Competitive funds for CMOs to enable them to replicate or expand one or more high-quality charter schools. Grant funds may be used to significantly increase the enrollment of, or add one or more grades to, an existing high-quality charter school or to open one or more new charter schools or new campuses of a high-quality charter school based on the educational model of an existing high-quality charter school. Charter schools that receive financial assistance through CSP CMO Grants provide programs of elementary or secondary education, or both, and may also serve students in early childhood education programs or postsecondary students, consistent with the terms of their charter.
 - The [FY 2024](#) competition included an invitational priority to encourage applications proposing to replicate or expand high-quality charter schools with multilingual programming centered on the needs and assets of the community the schools serve and designed to provide students, particularly underserved students, with pathways to multilingualism through, among other mechanisms, approaches to recruit, support, and retain multilingual educators.

- [ESEA Title IV, Part D: Magnet Schools Assistance Program](#): Competitive funds for eligible districts or consortia of districts to establish and operate magnet schools with special curricula to attract a diverse group of students and desegregate public schools.
 - The [FY 2023](#) competition included a competitive preference priority for projects designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through one or both of the following: (1) adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated; (2) developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.
 - The [FY 2024](#) competition included a competitive preference priority for projects designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, through one or more of the following: (1) providing beginning educators with evidence-based mentoring or induction programs; (2) adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated; (3) developing data systems, timelines, and action plans for promoting inclusive and bias-free human

- resources practices that promote and support development of educator diversity; and (4) providing opportunities for educators to be involved in the design and implementation of local and district wide initiatives that advance systemic changes.
- [ESEA Title IV, Part F, Subpart 1: Education Innovation and Research \(EIR\)](#): Competitive funds to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. The EIR program is designed to generate and validate solutions to persistent educational challenges and to support the expansion of effective solutions to serve substantially larger numbers of students and includes “Early-phase,” “Mid-phase,” and “Expansion” grants.
 - [ESEA Title IV, Part F, Subpart 1: EIR; Early-Phase](#): Early-phase grants provide funding for the development, implementation, and feasibility testing of a program that prior research suggests has promise, for the purpose of determining whether the program can successfully improve student achievement and attainment for high-need students. Early-phase grants are not intended to simply expand established practices or address needs unique to one particular context. Rather, the goal is to determine whether and in what ways relatively new practices can improve student achievement and attainment for high-need students.
 - The [FY 2023](#) competition included one required absolute priority and four additional absolute priorities; applicants must have responded to one of the additional absolute priorities. One of these four additional absolute priorities required projects that promote educational equity and adequacy in resources and opportunity for underserved students that may have included increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers. If an applicant chose to respond to this additional absolute priority, the applicant could choose to respond to a competitive preference priority related to increasing the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts’ capacity to hire, support, and retain an effective and diverse educator workforce, through adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.
 - The [FY 2024](#) competition included one required absolute priority and four additional absolute priorities; applicants must have responded to one of the additional absolute priorities. One of these priorities required projects that promote educational equity and adequacy in resources and opportunity for underserved students that may have included increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities

- they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.
 - [ESEA Title IV, Part F, Subpart 1: EIR; Mid Phase](#): Mid-phase grants provide funding for the implementation and rigorous evaluation of a program that has been successfully implemented under an early-phase grant or other similar effort, such as developing and testing an innovative education practice at a local level, for the purpose of measuring the program's impact and cost-effectiveness.
 - The [FY 2023](#) competition included one required absolute priority and four additional absolute priorities; applicants must have responded to one of the additional absolute priorities. One of these priorities required projects that promote educational equity and adequacy in resources and opportunity for underserved students that may have included increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.
 - The [FY 2024](#) competition included one required absolute priority and four additional absolute priorities; applicants must have responded to one of the additional absolute priorities. One of these priorities required projects that promote educational equity and adequacy in resources and opportunity for underserved students that may have included increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.
- [ESEA Title IV, Part F, Subpart 3: Mental Health Service Professional Demonstration Grants](#): Competitive funds to support and demonstrate innovative partnerships to train school-based mental health services providers for employment in schools and districts. The goal of this program is to increase the number and diversity of high-quality, trained providers available to address the shortages of mental health services professionals in schools served by high-need districts.
 - The [FY 2024](#) competition included a competitive preference priority for projects proposing to increase the number of qualified school-based mental health services providers in high-need districts who are from diverse backgrounds (i.e., backgrounds that reflect the communities, identities, races, ethnicities, abilities, and cultures of the students in the high-need district, including underserved students) or who are from communities served by the high-need districts. The competition also included a competitive preference for projects proposing to implement their projects by or in partnership with one or more of the following: (1) an HBCU, (2) a TCU, or (3) an MSI.

- [ESEA Title IV, Part F, Subpart 3: School-Based Mental Health Services Program](#): Competitive grants to SEAs, districts, and consortia of districts to increase the number of credentialed mental health services providers providing school-based mental health services to students in districts with demonstrated need.
 - The [FY 2024](#) competition included a competitive preference priority for projects proposing a plan to increase the number of credentialed school-based mental health services providers in districts with demonstrated need who are from diverse backgrounds or who are from communities served by the districts with demonstrated need.

- [ESEA Title VI, Part A, Subpart 2: Indian Education Professional Development Grants](#): Competitive funds to IHEs and other eligible entities intended to provide pre-service training and induction services to qualified Indian individuals to become teachers and administrators and promote retention of Indian educators. The Professional Development program requires Indian individuals who receive pre-service training to perform work related to the training received under the program and that benefits Indian students in a district that serves a high proportion of Indian students.
 - [ESEA, Title VI, Part A, Subpart 2: Native American Teacher Retention Initiative](#): Competitive funds awarded in [FY 2023](#) for projects to develop and implement initiatives to promote the retention of effective educators, principals, and school leaders who have a record of success in helping low-achieving Indian students improve their academic achievement, outcomes, and preparation for postsecondary education or employment.

- [ESEA, Title VI, Part B: Native Hawaiian Education](#): Competitive funds to develop innovative education programs to assist Native Hawaiians through activities that may include professional development for educators. Permissible activities include professional development activities for educators, such as the development of programs to prepare prospective teachers to address the unique needs of Native Hawaiian students, in-service programs to improve the ability of teachers who teach in schools with high concentrations of Native Hawaiian students, and the recruitment and preparation of Native Hawaiians and other individuals who live in communities with a high concentration of Native Hawaiians to become teachers.

- [ESEA Title VI, Part C: Alaska Native Education Program](#): Competitive funds to support the unique needs of the Native Alaskan population. Funds from this program may be used for professional development for teachers who are new to the Alaska Native community and for all teachers involved in the Alaska Native Education Program. Funds can be used for training and professional development activities for educators, such as pre-service and in-service training and professional development programs, recruitment and preparation of Alaska Native teachers, and programs that will lead to the certification and licensing of Alaska Native teachers, principals, other school leaders, and superintendents.

- [IDEA Part D, Subpart 1: State Personnel Development Grants Program](#): Competitive funds to help States increase the number of fully certified personnel to serve children with disabilities by reforming and improving their systems for personnel preparation and

professional development of individuals providing early intervention, educational, and transition services to improve results for children with disabilities. At least 90 percent of the grant funds must be used for the professional development of special education teachers, regular education teachers, principals, administrators, related services personnel, paraprofessionals, and early intervention personnel serving infants, toddlers, preschoolers, or children with disabilities to ensure they have the knowledge, skills, and abilities to provide evidence-based instruction, interventions, and services to children with disabilities. These grants can support partnerships between districts and IHEs who prepare educators at various levels (masters, Ed.D., Ph.D., etc.) and to directly support costs associated with credentialing in-service teachers.

- The [FY 2024](#) competition included a competitive preference priority for projects designed to increase the number of fully certified special education teachers by establishing a new, or enhancing an existing, teacher residency, GYO, or registered teacher apprenticeship program that minimizes or eliminates the cost of certification for special education teacher candidates and provides opportunities for candidates to be paid, including being provided with a stipend.
- [IDEA Part D, Subpart 2, Section 662: Personnel Preparation Program](#): Competitive funds to help meet State-identified needs for adequate numbers of fully certified personnel to serve children with disabilities by supporting competitive awards to do the following: provide research-based training and professional development to prepare special education, related services, early intervention, and regular education personnel to work with children with disabilities; ensure that those personnel are fully qualified and possess the skills and knowledge that are needed to serve children with disabilities; and ensure that regular education teachers have the necessary knowledge and skills to provide instruction to students with disabilities in regular education classrooms. The Department must make competitive grants that support training activities in a few high priority areas including general personnel development and preparing beginning special educators, personnel serving children with low incidence disabilities, and leadership personnel. Competitions under that program include the following:
 - [National Center on Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Other Minority Serving Institutions to Diversify the Workforce Serving Children with Disabilities](#): Through the [FY 2024](#) competition, the Department established for the first time a center to work with HBCUs, TCCUs, and other MSIs that offer high-quality degree or certification programs in early intervention, early childhood special education, special education, or related services. The Center will focus on helping these institutions improve and develop high-quality programs, increase collaboration and mentorship among faculty at these programs, and increase the number of programs that successfully receive federal grants for these programs.
 - [Early Childhood Personnel Equity Center](#): The purpose of this grant is to fund a cooperative agreement to establish and operate a national Early Childhood Personnel Equity Center to improve outcomes for young children with disabilities by increasing the number of early childhood personnel and faculty from racially, ethnically, and linguistically diverse backgrounds and enhancing equity content within early childhood preparation programs to ensure that early childhood personnel have the

necessary knowledge, skills, competencies, and dispositions to deliver equitable evidence-based interventions and services to young children with disabilities and their families.

- The [FY 2022](#) competition required applicants to, among other things, propose projects to: (1) increase capacity of IHEs at the associate, bachelor's, master's, and doctoral levels to attract, prepare, and graduate scholars from racially, ethnically, and linguistically diverse backgrounds that will lead to an early childhood workforce that is more diverse; (2) increase capacity of States, districts, and early intervention service providers to address personnel shortages by partnering with IHEs to develop an infrastructure and implement programs and incentives that attract, prepare, and graduate scholars from racially, ethnically, and linguistically diverse backgrounds at the associate, bachelor's, master's, and doctoral levels and support them to enter and stay in the early childhood profession; and (3) increase capacity of IHEs to recruit and retain faculty from racially, ethnically, and linguistically diverse backgrounds to improve scholar engagement and retention in early childhood preparation programs.
- [Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel](#): The purpose of this grant is to support doctoral degree programs to prepare and increase the number of personnel who are well-qualified for, and can act effectively in, leadership positions as researchers and special education/early intervention/related services personnel preparers in IHEs, or as leaders in SEAs, lead agencies under Part C of IDEA, districts, or early intervention services programs, including increasing the number of multilingual leadership personnel and leadership personnel from racially and ethnically diverse backgrounds at the doctoral level in special education, early intervention, and related services.
 - The [FY 2023](#) competition required applicants to propose projects to support doctoral degree programs to prepare and increase the number of personnel who are well-qualified for, and can act effectively in, leadership positions as researchers and special education/early intervention/related services personnel preparers in IHEs, or as leaders in SEAs, lead agencies under Part C of IDEA, districts, or early intervention service programs, including increasing the number of multilingual leadership personnel and leadership personnel from racially and ethnically diverse backgrounds at the doctoral level in special education, early intervention, and related services.
- [Doctoral Training Consortia Associated with High-Intensity Needs](#): The purpose of this grant is to fund three cooperative agreements to support three doctoral training consortia to prepare and increase the number of personnel who are well qualified for, and can act effectively in, leadership positions as researchers and special education/early intervention/related services personnel preparers IHEs, or as leaders in SEAs, lead agencies under Part C of IDEA, districts, early intervention services programs, or schools.
 - The [FY 2024](#) competition required applicants to propose projects to increase the number of highly skilled doctoral leaders, including increasing the number of multilingual leadership personnel and leadership personnel from racially and ethnically diverse backgrounds, who provide, or prepare others to provide, services to children with disabilities with high-intensity needs by funding three

doctoral training consortia to prepare and increase the number of personnel who are well qualified for, and can act effectively in, leadership positions as researchers and special education/early intervention/related services personnel preparers in IHEs, or as leaders in SEAs, lead agencies under Part C of IDEA, districts, early intervention service programs, or schools. Each doctoral training consortium must support preparation programs that culminate in a doctoral degree (Ph.D. or Ed.D.).

- [Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities Who Have High-Intensity Needs](#): The purpose of this grant is to prepare scholars who are fully credentialed to serve children, including infants, toddlers, and youth, with disabilities (children with disabilities) who have high-intensity needs.
 - The [FY 2023](#) competition required applicants to propose projects to increase the number and improve the quality of personnel, including multilingual personnel and personnel from racially and ethnically diverse backgrounds, who are fully credentialed to serve children who have high-intensity needs in early intervention and special education.
- [Personnel Preparation of Special Education, Early Intervention, and Related Services Personnel at HBCUs, TCCUs, and Other MSIs](#): The purpose of this grant is to prepare and increase the number of personnel, including personnel from racially and ethnically diverse backgrounds and personnel who are multilingual, who are fully credentialed to serve children with disabilities.
 - The [FY 2023](#) competition required applicants to propose projects to prepare scholars who are fully credentialed to serve children, including infants, toddlers, and youth, with disabilities (children with disabilities) and reflects the Department's high priority on increasing the number of personnel, including increasing personnel from racially and ethnically diverse backgrounds and personnel who are multilingual, who provide services to children with disabilities.
 - The [FY 2024](#) competition required applicants to propose projects to prepare and increase the number of personnel, including personnel from racially and ethnically diverse backgrounds and personnel who are multilingual, who are fully credentialed to serve children with disabilities.
- [Associate Degree Preservice Program Improvement Grants to Support Personnel Working with Young Children with Disabilities](#): The purpose of this grant is to fund Associate Degree Preservice Improvement Grants to support personnel working with young children with disabilities.
 - The [FY 2023](#) competition required applicants to propose projects to, among other things, increase the number of early childhood program personnel with associate degrees who have the competencies to work with young children with disabilities and their families, including those who are multilingual and from racially, ethnically, and culturally diverse populations, and support their full and equitable participation, development, and learning in early childhood programs. This competition also included two competitive preference priorities: (1) for applications from HBCUs, TCCUs, and other MSIs; and (2) for projects that propose partnerships with HBCU, TCCU, or other MSI community colleges.

- [Preparation of Related Services Personnel Serving Children with Disabilities who Have High-Intensity Needs](#): The purpose of this grant is to increase the number and improve the quality of related services personnel, including multilingual personnel and personnel from racially and ethnically diverse backgrounds, who are fully credentialed and licensed to serve children with disabilities who have high-intensity needs.
 - The [FY 2023](#) and [FY 2024](#) competitions required applicants to propose projects to fund high-quality projects that prepare related services personnel at the bachelor's degree, certification, master's degree, or clinical doctoral degree levels for professional practice in a variety of education settings, including natural environments (the home and community settings in which children with and without disabilities participate), early childhood programs, classrooms, schools, and distance learning environments; including increasing the number of multilingual personnel and personnel from racially and ethnically diverse backgrounds.
- [Preservice Improvement Enhancement Grants to Support Related Service Providers to Effectively Serve Children with Disabilities and Their Families](#): The purpose of this grant is to expand or enhance curriculums, courses of study, and clinical experiences to increase the competencies of related services personnel to serve children with disabilities and their families in early intervention, early childhood, and educational settings.
 - The [FY 2024](#) competition required applicants to propose projects to, among other things, increase number of related services providers, including those who are multilingual and from racially and ethnically diverse backgrounds, equipped with the competencies necessary to deliver services to children with disabilities and their families in early intervention, early childhood, and school-based settings.
- [Preservice Program Development Grants at Historically Black Colleges and Universities, Tribally Controlled Colleges and Universities, and Other Minority Serving Institutions to Diversify Personnel Serving Children with Disabilities](#): The purpose of this grant is to award grants to HBCUs, TCCUs, and MSIs to develop new degree and certification programs in early intervention, early childhood special education, special education, and related services.
 - The [FY 2024](#) competition included required applicants to propose projects to, among other things, increase number of early intervention, early childhood special education, special education, or related services personnel who are multilingual and from racially and ethnically diverse backgrounds, and who have the competencies to work with infants, toddlers, children and youth (children) with disabilities and their families within early intervention, early childhood programs, or school settings.
- [Rehabilitation Act of 1973 as amended by Workforce Innovation and Opportunity Act: Vocational Rehabilitation Demonstration and Training Programs: Braille Training](#): The Braille Training program offers financial assistance to projects that will provide training in the use of braille for personnel providing vocational rehabilitation (VR) services or educational services to youth and adults who are blind, develop braille training materials, develop methods used to teach braille, and develop activities used to promote the

knowledge and use of braille and nonvisual access technology for youth and adults who are blind.

- The [FY 2024](#) competition included an invitational priority for projects designed to increase the number and proportion of experienced and effective braille educators and instructors from traditionally underrepresented backgrounds or the communities they serve, including rural areas, to ensure that underserved students and adults, including those in rural areas, have educators from those backgrounds and communities, and are not taught at disproportionately higher rates by out-of-field and novice teachers compared to their peers.
- [HEA, Title II: Augustus F. Hawkins Centers of Excellence Grants](#): Competitive funds to support a diverse and well-prepared pool of effective educators by expanding and strengthening teacher education programs at HBCUs, HSIs, TCCUs, and other MSIs. Grantees can use funds to develop and implement initiatives to promote retention of teachers and principals from diverse backgrounds, including teachers and principals of color, including mentoring and induction programs; to award scholarships to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program; to provide extensive, sustained, and high-quality preservice clinical experiences; and to support programs that prepare teachers to meet applicable State certification and licensure requirements, which may include qualifications related to meeting the needs of students with disabilities.
 - The [FY 2022](#) competition included two competitive preference priorities to support a diverse educator workforce: (1) for projects designed to increase the number of well-prepared teachers and the diversity of the teacher workforce with a focus on increasing and retaining a diverse teacher workforce, and improving the preparation, recruitment, retention, and placement of such teachers; and (2) for projects designed to prepare a new generation of effective and experienced bilingual and/or multilingual teachers for high-need schools by increasing the number of teachers across elementary and secondary schools who are fully certified to provide academic language instruction in a language other than English, including for students who are English Learners.
 - The [FY 2024](#) competition required applicants to, among other things, propose projects designed to increase the number of well-prepared teachers and the diversity of the teacher workforce with a focus on increasing and retaining a diverse teacher workforce, and improving the preparation, recruitment, retention, and placement of such teachers. In addition, this competition included a competitive preference priority for projects designed to prepare effective and experienced bilingual and/or multilingual teachers for high-need schools by increasing the number of teachers across elementary and secondary schools who are fully certified to provide academic language instruction in a language other than English, including for students who are English Learners.
- [HEA Title II, Part A: Teacher Quality Partnership \(TQP\) Grants](#): Competitive funds support a variety of effective pathways into teaching and support the educator workforce in improving student opportunities and outcomes. This grant program helps IHEs and national nonprofits recruit, prepare, develop, and retain a strong, effective, and diverse

educator workforce for classrooms across the country. The central feature of all TQP grants is the strong partnership between the educator preparation program and the high-need school districts they serve, providing funds to implement pre-baccalaureate teacher preparation programs, a “fifth-year” initial licensing program, or teaching residency programs for individuals who are recent graduates and have strong academic and professional backgrounds.

- The [FY 2022](#) competition included a competitive preference priority for projects designed to address identified teacher shortage areas and developed and implemented in partnership with HBCUs, HSIs, TCCUs, and other MSIs, in order to diversify the teacher pipeline.
- The [FY 2024](#) competition included two competitive preference priorities that address the need to diversify the educator workforce. The first priority was for projects designed to diversify the teacher pipeline by addressing identified teacher shortage areas in partnership with HBCUs, TCCUs, HSIs, and other MSIs. The second priority focused on projects that proposed to support a diverse educator workforce that is prepared with the necessary certification and credentialing to teach in shortage areas and high-need schools.

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