



State of the States 2023

Policies to Increase Teacher Diversity



National Council
on Teacher Quality

Teacher diversity matters for students.

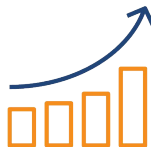
Teachers of color increase positive academic, social-emotional, and behavioral outcomes for all students, regardless of race. For students of color specifically, having a teacher of color can:



Increase academic achievement and advanced course-taking



Reduce discipline incidents



Improve attendance



Increase high school graduation and college-going



Increase social-emotional outcomes like grit and sense of self-efficacy

Yet too few students have access to teachers of color.

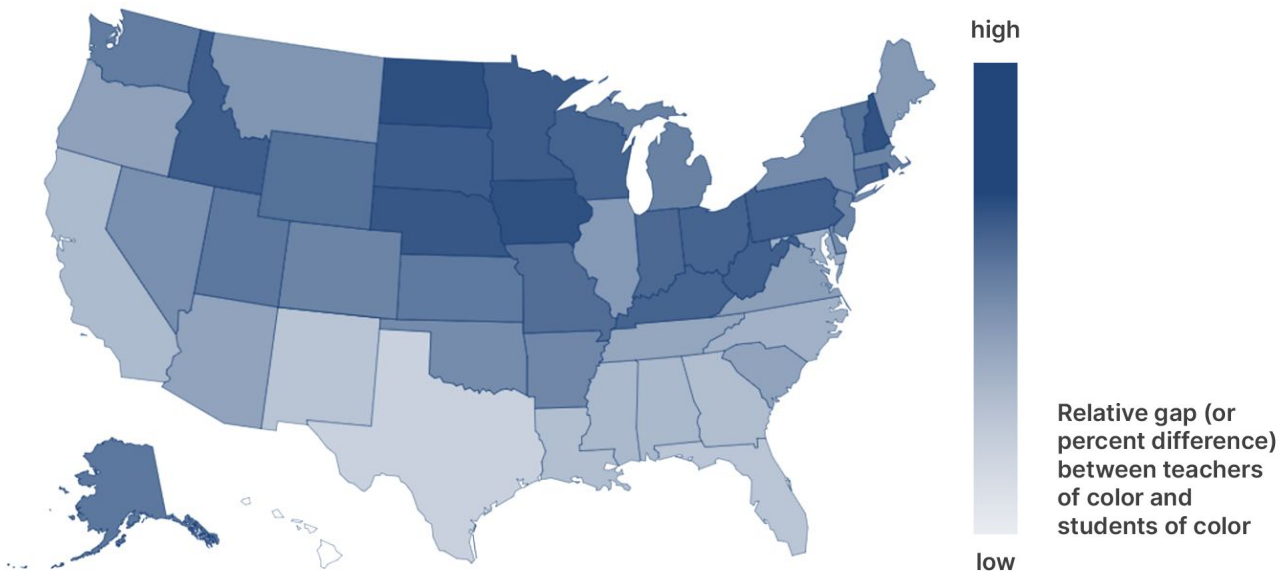
Severity of gap in teachers of color compared to students of color, by state

>50%

of public school students are Black, Hispanic, AAPI, Native/Indigenous or mixed race, while

80%

of the teacher workforce is white.



State leaders have an opportunity and responsibility to support greater diversity in our nation's teacher workforce.

Given the positive impact of teachers of color on *all* students' academic and behavioral outcomes, NCTQ explored the policies and financial investments states are using to ensure more students are taught by teachers of color. Our analysis covered four key categories for state action:

1. Building the pipeline of future teachers of color.
2. Offering incentives to attract candidates of color.
3. Supporting, retaining, and developing teachers of color.
4. Using data to set goals and track progress.

Section 1:

Building the Pipeline of Future Teachers Of Color

Many states have created and invested in pathways to recruit teachers, and a smaller subset explicitly use these strategies to attract a more diverse workforce.

Common pathways that NCTQ examined include:

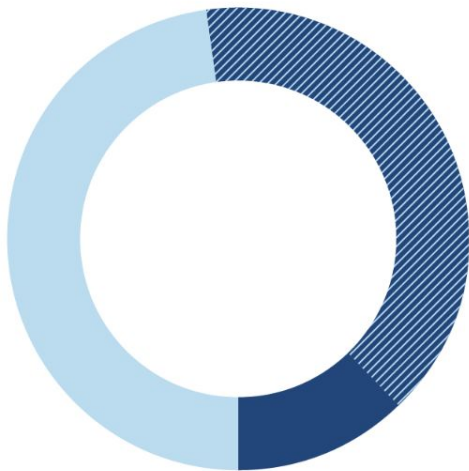
- High School Pipeline Programs
- Grow Your Own Programs
- Post-Baccalaureate Residencies
- Apprenticeships

States most commonly funded/established Grow Your Own programs and high school pipeline programs with the explicit goal of increasing teacher diversity.

Grow Your Own Programs

\$591 million

Estimated investment in **Grow Your Own programs** with the intent of recruiting educators of color across all states since 2021



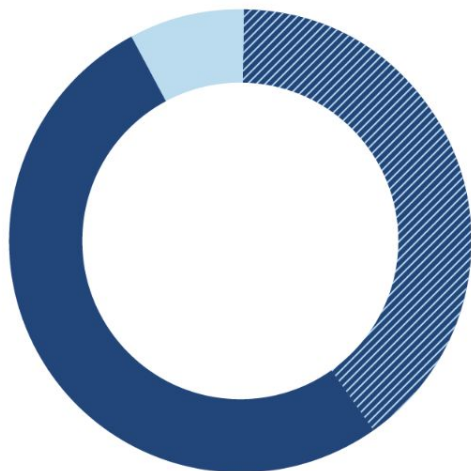
- 26 states have established and/or funded **Grow Your Own programs** at the state level
- ▨ 20 of those have the explicit goal of diversifying the teacher workforce

States most commonly funded/established Grow Your Own programs and high school pipeline programs with the explicit goal of increasing teacher diversity.

High School Pipeline Programs

\$74 million

Estimated investment in **high school pipeline programs** with the intent of recruiting educators of color across all states since 2021



- 46 states have established and/or funded high school pipeline programs
- ▨ 21 of those have the explicit goal of diversifying the teacher workforce.

States are also investing in residencies and apprenticeships as pathways to prepare teachers and attract candidates of color.

Post-Baccalaureate Residencies

Evidence suggests that residency programs may attract high percentages of teachers of color. In 2016, 45% of all residency program participants nationwide were people of color.

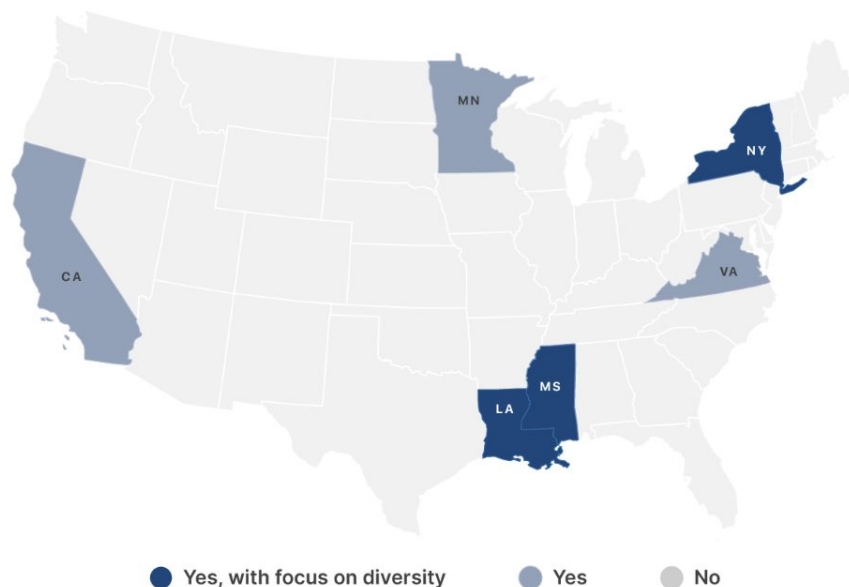
6 states

fund post-baccalaureate residencies,

3

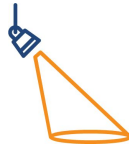
(Louisiana, Mississippi, and New York) of which have residencies with the explicit goal of diversifying the teacher workforce.

Does the state fund residency programs?



Building the Pipeline of Future Teachers Of Color

STATE SPOTLIGHT



New York's Empire State Teacher Residency Program

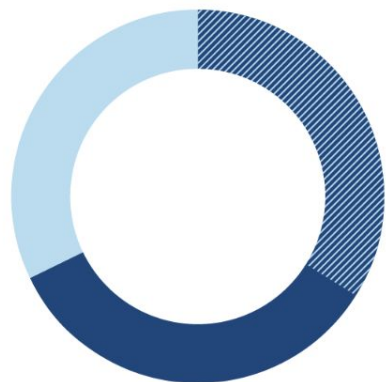
NYS Empire State Teacher Residency grant program partners IHEs with public school districts to provide teacher education candidates in residency programs with reduced or free tuition, aiming to “prioritize diversity among teacher residents and partnering mentors and [to] place an emphasis on both high-need subject areas and geographic locations with teacher shortages.”

Section 2:

Offering Incentives to Attract Candidates of Color

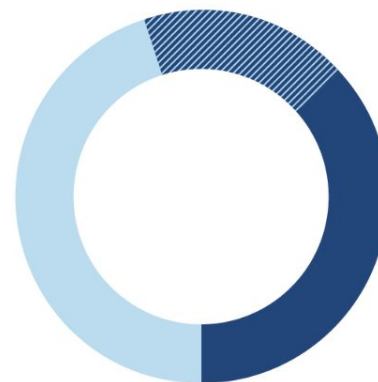
Few states use financial incentives to explicitly attract teachers of color.

Scholarships



- 34 states fund scholarships for teacher candidates
- 17 of those fund scholarships with the explicit goal of increasing teacher diversity.

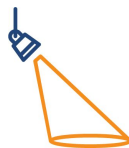
Loan Forgiveness



- 27 states use loan forgiveness as a teacher recruitment/retention strategy
- Nine of those loan forgiveness programs have an explicit goal of increasing teacher diversity.

Offering Incentives to Attract Candidates of Color

STATE SPOTLIGHT



West Virginia's Underwood Scholarship Program

West Virginia's Underwood Scholarship Program for future math and science teachers provides recent high school graduates from underrepresented backgrounds with \$10,000 each year in scholarships for four years if they commit to teach in a critical teacher shortage area after graduation.

Section 3:

Supporting, Retaining, and Developing Teachers of Color

While the majority of states support teacher retention efforts at the state level, less than half do so with an explicit focus on teacher diversity.

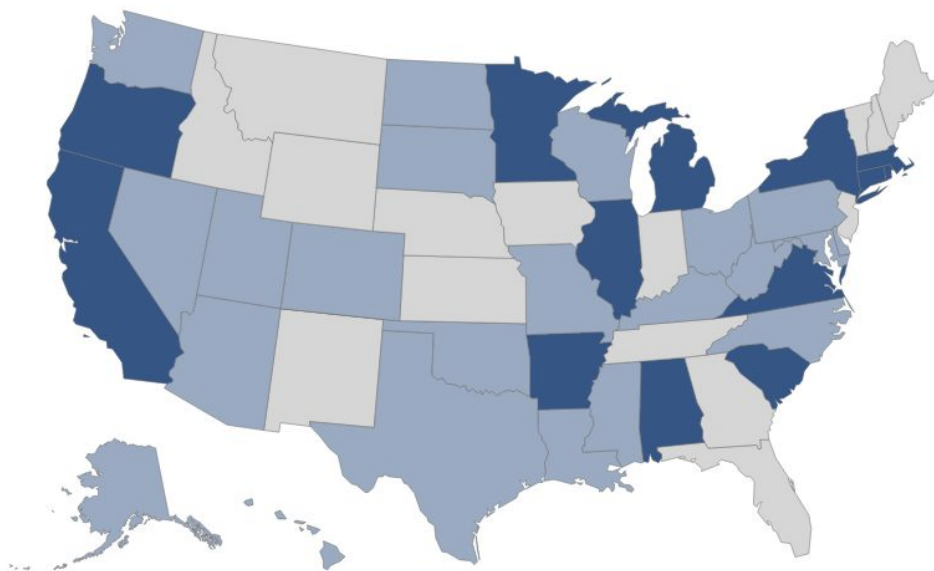
Does the state support teacher retention initiatives?

36

states have funded or established state-level initiatives to support educator retention in general,

14

of which have an explicit focus on teacher diversity.



● Yes, with focus on diversity

● Yes

● No

States fund a variety of initiatives to support the retention of teachers of color, but do not specifically target two key factors: school climate and leadership.

- Since 2021, states explicitly working to recruit diverse educators have spent an estimated total of \$343 million on retention initiatives.
- Specific strategies for retention primarily focus on **mentorship** and **affinity groups**.
- Interestingly, none of the state retention initiatives put forth by states were specifically designed to improve two key factors in teacher retention: **school climate** and **leadership**. While school climate and principal leadership are important to the retention of all teachers, research demonstrates that both are particularly important for teachers of color.

Section 4:

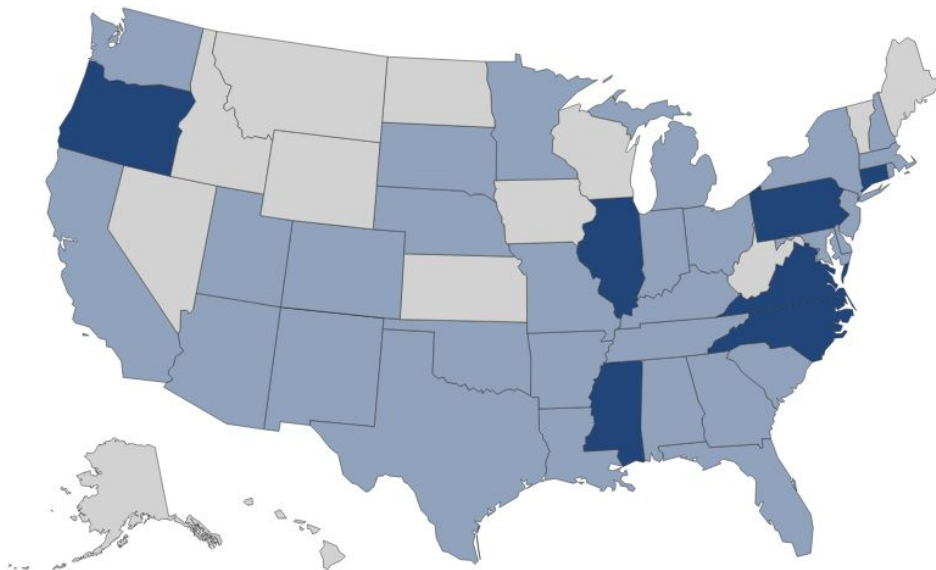
Using Data to Set Goals to Set Goals and Track Progress

While many states collect some teacher diversity data, few set goals and track progress publicly.

Does the state have teacher diversity goals and collect teacher diversity data?

Only 7 states

(Connecticut, Illinois, Mississippi, North Carolina, Oregon, Pennsylvania, and Virginia) currently have a numeric, public goal to diversify their teacher workforce



● Sets goal and collects diversity data

● Does not set goal, but collects diversity data

● Neither sets goal nor collects diversity data

States should publish teacher preparation and retention data disaggregated by race to track progress.

- **Thirty-two states and the District of Columbia** publish the race/ethnicity demographics of their teacher workforce.
- **Eighteen states** publish educator preparation enrollment data disaggregated by race/ethnicity, while **17 states** publish program completion data disaggregated by race.
- Nine states (**Delaware, Georgia, Maryland, Massachusetts, New York, Ohio, Texas, Washington, and Wisconsin**) and **the District of Columbia** currently publish teacher retention data disaggregated by race and ethnicity.

What can states do?

- ✓ Support and monitor retention of current teachers of color.
- ✓ Invest in improving school climate and school leadership.
- ✓ Support districts to improve hiring and human resource functions.
- ✓ Engage teachers of color in policymaking.
- ✓ Set explicit goals to diversify the workforce and publish more data to track progress to goals.
- ✓ Evaluate initiatives and measure success.
- ✓ Commit funding to this priority with an explicit focus on racial equity.
- ✓ Minimize disproportionate impact of layoffs on teachers of color.