



STATE ACTION GUIDE

Building Stronger Schools Through Educator Diversity

Our nation's education system is at an inflection point. With unprecedented drops in student achievement and sizable staffing challenges in districts across the country, we must invest in evidence-based strategies to meet the needs of our students—including cultivating an educator workforce that reflects the racial, ethnic, and cultural diversity of our nation. That's why we launched the One Million Teachers of Color Campaign: to capitalize on this unique opportunity by working together to add 1 million teachers of color and 30,000 leaders of color to the educator pipeline, by 2030. By enacting policies and fueling practices that increase the number of teachers and leaders of color serving in our schools, state officials can transform our education system so that students can thrive in their learning experiences and emerge from school more prepared than ever to succeed in college, a fulfilling career, and whatever their next steps in life may be.

Children of all racial, ethnic, and cultural backgrounds benefit when they have access to diverse teachers and school leaders. Yet just one in five educators are people of color today, compared to more than half of American schoolchildren.



A Nevada Teacher Corps participant teaches a third-grade ELA class at J.M. Ullom Elementary in Las Vegas.

State officials—including chief state school officers, governors, state legislators, state board members, and other state-level employees and stakeholders—have a crucial role to play in accelerating efforts to strengthen and diversify our nation's educator workforce.¹ This state action guide contains critical research and recommendations to help increase the representation of teachers and school leaders of color in order to improve teaching, learning, and achievement for every student, across every state—and, in so doing, make social and economic mobility a reality for all Americans.

ABOUT US

The One Million Teachers of Color Campaign

The One Million Teachers of Color (1MToC) Campaign is a national call to action with the bold goal of rallying the nation to add 1 million teachers of color and 30,000 leaders of color to the education workforce by 2030. The Campaign is led by a Steering Committee, which includes leading experts from the Center for Black Educator Development, The Education Trust, The Hunt Institute, Latinos for Education, Men of Color in Educational Leadership, New Leaders, Teach Plus, and TNTP. Learn more at <https://1mtoc.org> and contact us at info@1MToC.org.



¹ State officials should consult with legal counsel to ensure action steps are permissible under applicable law prior to implementing any of the recommendations incorporated in this guide.

THE OPPORTUNITY

Meeting Students' Needs Today and Preparing them for the Workforce of Tomorrow with a Stronger, Diverse Educator Workforce

State education leaders are at the forefront of tackling real challenges facing not only our schools, but society as a whole: supporting educators to adopt new curricula and enact improved instructional approaches to accelerate learning; sustaining mental health supports for students; deepening engagement with parents and caregivers; establishing stronger partnerships with local businesses and workforce development initiatives; and so much more. Increasing teacher and school leader diversity is a key, evidence-based strategy that can bolster these efforts, and help ensure students' urgent needs are met today while preparing them for the workplace—and the world—of tomorrow.

Across a range of critical measures, students thrive when they have access to teachers and leaders of color.



A member of the Baltimore City Teaching Residency practices new skills with fellow residents.

Young people thrive, in school and in life, when they have access to rigorous and engaging academic content in safe, supportive, and inclusive learning environments. Studies show that educators of color are adept at cultivating such learning environments for students, partly due to their steadfast belief that all children are capable of achieving at the highest levels.² Indeed, a large and growing body of research finds that children of all racial, ethnic, and cultural backgrounds benefit from greater access to teachers and leaders of color, developing stronger critical thinking and problem-solving skills, a greater sense of self-efficacy and empathy, and improved academic achievement.³

The positive effects of a stronger and more diverse educator workforce are especially pronounced for students of color,⁴ for whom opportunity and achievement gaps widened during the pandemic⁵ and have not fully recovered.⁶ One study found that Black teachers in elementary schools increase the likelihood of Black students attending college and decrease the likelihood of Black students dropping out of high school, particularly among Black males.⁷ In addition, Latino students have higher attendance rates and are more likely to take advanced courses if they attend a school led by a Latino principal.⁸ And, overall, Black, Latino, and Asian American students who have same-race teachers experience a lower likelihood of suspension.⁹

² Blazar, D. (2021). Teachers of Color, Culturally Responsive Teaching, and Student Outcomes: Experimental Evidence from the Random Assignment of Teachers to Classes. <https://www.edworkingpapers.com/sites/default/files/ai21-501.pdf>.

³ Blazar, D. (2021).

⁴ Carver-Thomas, D. (2018). Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf.

⁵ Office of Civil Rights. (2021). Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students. U.S. Department of Education. <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

⁶ For more, please see <https://educationrecoverycorecard.org/>.

⁷ Gershenson, S., Hart, C., Hyman, J., Lindsay, C., and Papageorge, N. (2018) *The Long-Run Impacts of Same-Race Teachers*. National Bureau of Economic Research. <https://www.nber.org/papers/w252545>.

⁸ Grissom, J., Rodriguez, L., and Kern, E. (2017). *Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data*. <https://doi.org/10.1086/690274>.

⁹ Shirrell, M., Bristol, T., and Britton, T. (2021). The Effects of Student-Teacher Ethnoracial Matching on Exclusionary Discipline for Asian American, Black, and Latinx Students: Evidence From New York City. <https://edworkingpapers.com/sites/default/files/ai21-475.pdf>.

Our schools must prepare students for dynamic, multicultural workplaces, as the American workforce is projected to be majority people of color by 2030.¹⁰

Despite research showing the profound benefits of a more diverse educator workforce for both students and schools, just 22% of teachers¹¹ and 23% of principals¹² at public schools across the nation are people of color. While some districts and states have made gains to narrow this gap, overall this statistic has remained stubbornly persistent over the past 20 years, even as demographic shifts have transformed the student population. Today, 55% of American schoolchildren—the future of our economy and democracy—are young people of color.¹³ Yet the percentage of students of color exceeds the percentage of teachers of color in 97% of school districts, and 23% of school districts do not have a single teacher of color on staff.¹⁴ Appendices A and B provide additional details on teacher and principal representation gaps.

This is not just an education issue—it is a national economic issue. Addressing barriers to strengthening, diversifying, and sustaining the educator workforce is essential if we are to make social and economic mobility a reality for all young people.

School systems in every state are facing difficult staffing challenges. Local officials need support from state leaders as they work to stabilize their workforces and accelerate student learning in the years ahead.

School district and charter network leaders want to build and maintain a diverse educator workforce, but they need help. In a 2022 survey, 80% of district and charter officials expressed a strong personal commitment to diversifying their school leadership corps. Yet in that same survey, more than 60% of respondents said their system *simply does not know how to build a diverse pipeline*.¹⁵ State officials have an opportunity to support local leaders in developing comprehensive strategies to recruit more people of color into the education sector, along with coherent systems that support their advancement into leadership.

Educators are burnt out, and the toll may be especially severe for educators of color. Morale took a hit during the pandemic and it remains low. As a result, more than half of teachers are contemplating resigning due to workplace stressors,¹⁶ and nearly 40% of principals may leave the profession in the next few years.¹⁷ Due to a number of systemic factors, educators of color tend to leave the profession at a higher rate than their peers¹⁸ and the acute stressors of pandemic-era schooling accelerated this trend.¹⁹ In addition to attracting more people of color into the education profession, it is critical that school system leaders prioritize efforts to retain the exceptional teachers and leaders of color already serving our schools.

To address opportunity and achievement inequities, stabilize the educator workforce, and create stronger schools for decades to come, state officials must champion strategies to close representation gaps by both recruiting and retaining teachers and leaders of color.

¹⁰ Vuong, A. (2013). "The Role of People of Color in the Future Workforce." Center for American Progress.

<https://www.americanprogress.org/article/the-role-of-people-of-color-in-the-future-workforce/>.

¹¹ Teacher data collected from state department of education websites or via public information requests. Percentage represents the most recent school year where both teacher and student data is available in each state. 43 states' (including DC) data is from the 2022-23 school year; 4 from the 2021-22 school year, 3 from the 2020-21 school year, and 1 (California) from the 2018-19 school year.

¹² National Center for Education Statistics. (2022). National Teacher and Principal Survey (NTPS), "Public School Principal Data File," 2020-21.

https://nces.ed.gov/programs/digest/d22/tables/dt22_212.08.asp.

¹³ Student data sourced from the U.S. Department of Education's Common Core of Data. Percentage represents the most recent school year where both teacher and student data is available in each state. 43 states' (including DC) data is from the 2022-23 school year; 4 from the 2021-22 school year, 3 from the 2020-21 school year, and 1 (California) from the 2018-19 school year.

¹⁴ Based on an analysis from TNTIP that leverages data collected on 94% of schools nationally from 45 states (including D.C.) that make district-level teacher race/ethnicity data publicly available. Data collected from state department of education websites or via public information requests.

¹⁵ Gilbert, N., Gran, J., Lewis, A., and Teodorescu, D. (2022). *The Shoulder Tap: Educators of Color on the Leadership Representation Gap – and What We Can Do About It*. <https://www.newleaders.org/policy/theshouldertap>.

¹⁶ National Education Association. (2022). Poll Results: Stress And Burnout Pose Threat Of Educator Shortages.

<https://www.nea.org/sites/default/files/2022-02/NEA%20Member%20COVID-19%20Survey%20Summary.pdf>.

¹⁷ National Association of Secondary Principals. (2020). NASSP Survey Signals a Looming Mass Exodus of Principals From Schools.

<https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/>.

¹⁸ McCorkell, L. and Hinkley, S. (2019). Retaining Teachers of Color to Improve Student Outcomes. Institute for Research on Labor and Employment.

<https://irle.berkeley.edu/wp-content/uploads/2019/09/Travis-Bristol-Policy-Brief-Teacher-Representation-1.pdf>.

¹⁹ Jotkoff, E. (2022). "NEA Survey." National Education Association.

<https://www.nea.org/about-nea/media-center/press-releases/nea-survey-massive-staff-shortages-schools-leading-educator>.






ACTION PLAN

Six State Policy Levers to Strengthen and Diversify the Educator Workforce

Policy priorities backed by the 1MToC Campaign can help address the current challenges states face by filling gaps along the talent pipeline, and by capitalizing on the commitment of education leaders and stakeholders to take bold action to strengthen and diversify the educator workforce.

State officials are uniquely positioned to help address the systemic issues that discourage people of color from pursuing careers in education and advancing into leadership, helping to make education a more desirable, effective, and sustainable career choice.

For each Policy Lever, we offer a set of concrete, actionable steps state officials can take to make measurable progress in closing representation gaps. Notably, building a strong policy ecosystem to meaningfully and sustainably increase the diversity of a state's teacher and school leader workforce means *comprehensively* considering the policy agenda and its components, as opposed to considering each priority as a single solution. Envisioning it as a cohesive suite of interdependent and mutually supportive strategies—rather than an à la carte menu—promises to yield the best results today and well into the future.

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-  Policy Lever 1
Establish clear goals and associated timelines for increasing diversity within teacher and leader corps.
 -  Policy Lever 2
Establish transparent and accessible data collection and reporting on teacher and leader diversity efforts, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce.
 -  Policy Lever 3
Support existing or establish high-quality teacher and leader preparation programs that focus on recruiting and preparing educators of color.
 -  Policy Lever 4
Reform licensing regulations and establish financial supports to reduce irrelevant barriers to enter the profession.
 -  Policy Lever 5
Support teacher career pathways and compensation that leverage and retain teachers of color.
 -  Policy Lever 6
Provide evidence-based retention programming that will have positive impacts on teachers and leaders of color.
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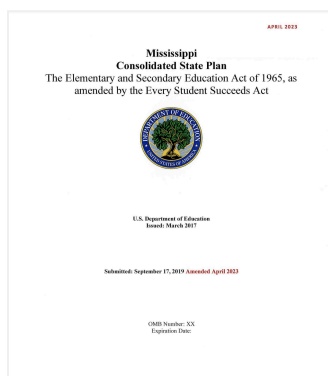
Finally, our recommendations are based on research on what works, and are deeply informed by the perspectives of teachers and principals of color along with the students, schools, and communities the 1MToC Campaign Steering Committee collectively serves in every state across the country. We strongly encourage state officials to keep stakeholders deeply engaged in efforts to strengthen and diversify the educator workforce. The progress we need takes all of us, across every racial, ethnic, and cultural background, working together—and the benefits of a diverse educator workforce, in turn, benefit all of us.

Policy Lever 1

Establish clear goals and associated timelines for increasing diversity within teacher and leader corps.

1A. Set clear, numeric goals for increasing the racial diversity of the educator workforce that are measurable, publicly available, and time-bound (i.e., by a certain date), and include meaningful stakeholder engagement to set the goals.

By establishing an explicit goal or set of goals regarding educator diversity, state officials can send a powerful message to stakeholders regarding its importance. Publishing baseline data on the current demographic composition of teachers and school leaders in the state, disaggregating that information by local educational agency (LEA), and tracking collective progress over time can help to create a sense of urgency and collective investment among stakeholders. It also serves as an important tool for shared accountability and support (as described further in Policy Lever 2, below), and can maintain momentum in the years ahead. It is critical that any such goals be developed in close partnership with stakeholders from across the state, whose diverse experiences and backgrounds offer important insights. Whether opting to set a goal focused on closing the overall representation gap between students of color and educators, one that emphasizes increasing representation among a particular subset of educators, or another set of measures, goals should be developed in close partnership with school, family, and community partners whose input and buy-in will be critical to the success of state strategies.



In its [consolidated plan](#) submitted to the U.S. Department of Education, the Mississippi Department of Education presented a clear, measurable goal:

“By 2025, the MDE has set a goal of increasing the number of minority teachers in critical shortage school districts by 25%, better reflecting the student population in these districts. A 25% increase in the number of minority teachers will result in a percentage increase from 53% to 67%.”

1B. Develop a task force, advisory group, priority area, or role within the state education agency to examine, create, and monitor strategies to increase the racial diversity of the educator workforce.

Establishing oversight and staffing for educator diversity initiatives is critical. To ensure state efforts are prioritized and receive ongoing investment from state education agency (SEA) staff and other critical stakeholders, it is important to define up front who will be responsible for co-designing, launching, aligning, and overseeing strategies; defining success and setting goals; establishing timelines and systems for reviewing progress; developing plans and timelines for communicating and engaging with various stakeholders; and managing the day to day execution of key workstreams.

1C. Develop a system of accountability and support to ensure LEAs set clear, numeric goals for increasing the racial diversity of the educator workforce that includes meaningful local stakeholder engagement as described in policy priorities 1A and 1B.

[Section 2101\(d\)\(2\)\(E\)](#) of the Elementary and Secondary Education Act (ESEA) requires that states report on their use of federal dollars to provide students with equitable access to effective, in-field, and experienced educators. States can ask LEAs to share information on their goals and strategies for strengthening their educator workforce and ensuring equitable access by increasing representation of racially diverse educators, including via activities described in [ESEA section 2103\(b\)](#) and in consultation with stakeholders as required under [ESEA section 2102\(b\)\(2\)\(D\)](#).

1D. Develop a system of accountability and support to ensure educator preparation programs set clear, numeric goals for increasing the racial diversity of the educator workforce that includes meaningful local stakeholder engagement as described in policy priorities 1A and 1B.

In alignment with data currently reported to states via the teacher preparation program report cards required under [section 207\(f\)](#) of the Higher Education Act (HEA), state officials can require that institutions set goals regarding the racial/ethnic diversity of candidates who enroll in and successfully complete their programs as part of their applications for both initial approval and renewal. While not currently required for federal reporting purposes, states can consider adopting consistent requirements for principal preparation programs. Establish a process—in partnership with key stakeholders—for monitoring progress, sharing successes and lessons learned, and keeping pressure on institutional and programmatic officials to continue prioritizing teacher and principal diversity in support of state goals.

Policy Lever 2

Establish transparent and accessible data collection and reporting on teacher and leader diversity efforts, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce.

2A. Share annual school-level information about the demographics of the educator workforce.

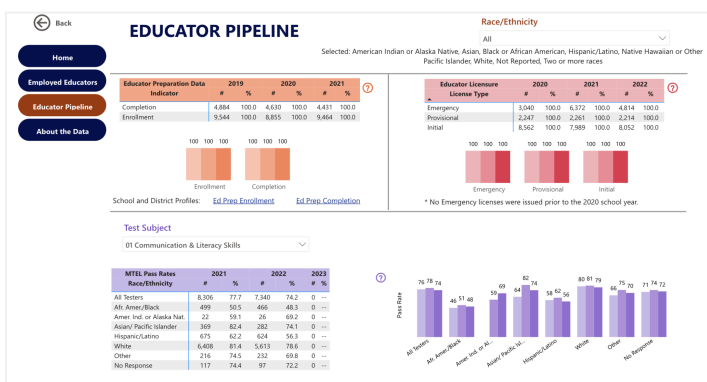
Many states now share racial/ethnic data on educators at the state and district levels. Given the significant variation in teacher and principal diversity across individual schools—including within the same school systems—it is critical that stakeholders also have access to school-level information on the educator workforce. State leaders should consider making this information available via state, LEA, and school report cards (with protocols in place to protect individual privacy).

2B. Share the racial and ethnic makeup of candidates attending in-state teacher and leader preparation programs annually.

Consistent with the processes described in policy priority 1D, ensure all stakeholders can access up-to-date demographic information on aspiring teachers and principals enrolled in preparation programs within the state. Information should be publicly accessible and easy to navigate, and clearly showcase progress against any identified state and/or programmatic goals regarding increasing racial/ethnic diversity.

2C. Share the racial and ethnic makeup of candidates completing in-state teacher and leader preparation programs annually.

Consistent with policy priorities 1D and 2B, state officials should ensure all stakeholders can access demographic information on candidates who successfully complete preparation programs within the state. This information can help state and program officials understand opportunities to improve the training experiences of aspiring teachers and leaders of color—and all aspiring educators—across the state.



The Massachusetts Department of Elementary and Secondary Education's [online dashboard](#) shows critical information on the current teacher and principal workforce as well as the pipeline of educators currently enrolled in approved preparation programs, all disaggregated by district or program and race/ethnicity.

2D. Share annual school-level information about the retention rates of teachers and leaders of color, including exit data disaggregated by race and ethnicity.

Given the large research base showing that educators of color leave their roles and the profession at higher rates due to unsupportive and/or unsustainable working conditions, it is critical that stakeholders have access to school-level information on the teacher and administrator retention rates disaggregated by race/ethnicity (with protocols in place to protect individual privacy). Paired with school culture survey data and the technical assistance described in policy priority 2H, this information can help LEAs and school leaders identify opportunities to improve working conditions for teachers and principals of color.

Demographics	2023		
	All	Female	Male
All	95.6% / 760	94.9% / 470	96.7% / 290
White	96.3% / 517	96% / 313	96.7% / 204
Black	91.7% / 121	90.1% / 73	94.1% / 48
Hispanic	98.2% / 55	97.1% / 33	100% / 22
Asian	96.4% / 53	95% / 38	100% / 15
Am. Indian	- / -	- / -	- / -
Pacific Islander	- / -	- / -	- / -
Two or More	92.3% / 12	92.3% / 12	- / -
Unknown	100% / 2	100% / 1	100% / 1

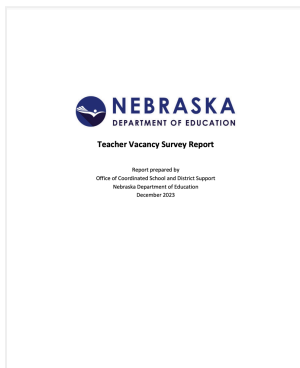
The [Illinois Report Card](#) includes demographic data on teachers and administrators at the school and district levels, and (as pictured above) retention rates disaggregated by race/ethnicity and gender.

2E. Share data on educator preparation program outcomes, including first-year, first-time licensure area and overall licensing test pass rates.

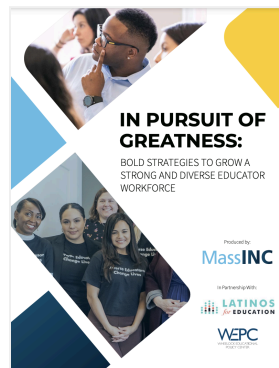
Consistent with the processes described in policy priorities 1D, 2B, and 2D, ensure all stakeholders can access up-to-date demographic information on candidates who successfully pass various licensure exams. Used in conjunction with the task force described in policy priority 4E, this data can support state policymakers in diagnosing whether bias or other barriers are preventing individuals from entering the profession or advancing in their careers.

2F. Publish an annual statewide teacher and leader supply and demand report.

The education sector is particularly vulnerable to suboptimal decision-making due to the lack of readily available information on local labor markets.²⁰ State policymakers can support stronger decision-making and a more equitable distribution of effective, diverse educators across a state by sharing information on specific talent shortages and surpluses, disaggregated by race/ethnicity, as well as the demographics of educators who successfully complete various preparation programs. When data is shared transparently and accessed by stakeholders who know how to use it—e.g., via the support described in policy priority 2G—LEA officials, current and aspiring teachers and principals, preparation programs, and other stakeholders can make more-informed decisions to better match educator talent with the students, schools, and communities in need.



The Nebraska Department of Education produces an annual [teacher vacancy report](#), based on survey data from all PK-12 school districts across the state.

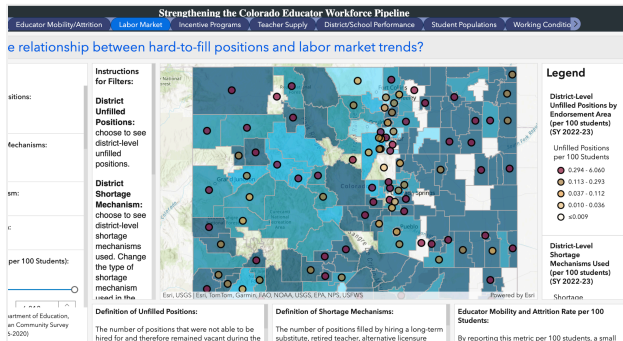


A [groundbreaking report](#) from MassINC, in partnership with the Massachusetts Department of Elementary and Secondary Education, leverages supply and demand data paired with an innovative projection model developed by researchers at the Wheelock Educational Policy Center to explore several hypothetical scenarios to close the representation gap.

²⁰ National Council of Teacher Quality. (2021). State Reporting of Teacher Supply and Demand Data. <https://www.nctq.org/publications/State-of-the-States-2021--State-Reporting-of-Teacher-Supply-and-Demand-Data>.

2G. Provide technical assistance to LEAs on how to access, interpret, and utilize state provided data.

Convening LEA officials and other stakeholders to review educator workforce data, access training on using state-developed data tools, and create local action plans based on data insights can be a powerful way for state officials to support strong implementation of local strategies to strengthen and diversify the teacher and principal corps across a state.



Welcome to the Strengthening the Colorado Educator Workforce Pipeline geographic information system (GIS) map. Developed by the Region 12 Comprehensive Center in partnership with the Colorado Department of Education, the GIS map visually connects Colorado educator workforce data for you, giving valuable insights into district educator shortages, educator preparation program enrollment and completion, educator diversity, and other contextual demographic and economic data. Especially useful for teams tackling educator shortage challenges, the following resources and materials support the exploration of how place influences educator shortage and the development and implementation of recommendations and plans to strengthen Colorado's educator workforce pipeline.

Colorado Educator Workforce Pipeline GIS Map, technical support
• [GIS Map Introduction Video](#): A video introduction to the GIS map and how to use it.

Colorado Educator Workforce Pipeline GIS Map Data Analysis and Exploration
• [Strengthening the Colorado Educator Workforce Pipeline: Facilitating GIS Map Exploration and Application](#): A guidance document with workbook included to assist facilitators in helping stakeholders to explore and use the GIS map, to develop action plans, and implement strategies to strengthen the educator workforce pipeline.
• [GIS Map Data Analysis and Discussion Slide Presentation](#): Slides to facilitate discussions to analyze data in the GIS map.

Ancillary Materials
• [Addressing Educator Workforce Shortages: A State Comparison Brief](#) and [Addressing Educator Workforce Shortages: Colorado Bright Spots](#): These materials and resources help inform strategy selection, action planning, and implementation.

Questions?
Contact Dale Lewis, director of the Region 12 Comprehensive Center, at dlewis@mcrel.org.

The Colorado Department of Education, in partnership with the Region 12 Comprehensive Center, has developed the [Strengthening the Colorado Educator Workforce Pipeline geographic information system \(GIS\) map](#).

The GIS map is paired with a variety of resources and materials to build stakeholders' capacity to use the tools and develop action plans, and the Comprehensive Center staff are on hand to provide technical assistance.

2H. Provide technical assistance to LEAs to administer school climate surveys.

Working conditions play a major role in teacher quality and retention, which in turn shape student achievement and overall school improvement.²¹ School climate surveys provide state, local, and school officials with essential data on the experiences of students, families, and school staff, which can help isolate areas of need so that school officials can set goals and track progress in improving conditions for teaching and learning. States can support LEAs to administer school climate surveys, including leveraging resources and technical assistance opportunities from the National Center on Safe Supportive Learning Environments: <https://safesupportivelearning.ed.gov/edscls>.

Policy Level 3

Support existing or establish high-quality teacher and leader preparation programs that focus on recruiting and preparing educators of color.

3A. Create "Grow Your Own" programs to build a diverse bench of educators in hard-to-staff schools/subjects.

"Grow Your Own" (GYO) programs have proven to be a successful strategy for recruiting and preparing teachers from within a community who better reflect the racial/ethnic diversity of its students and families,²² and whose local ties make them more likely to remain in their roles.²³ State officials can provide financial support to LEAs interested in launching GYO programming to address talent needs and increase the diversity of their educator workforces, in alignment with state goals.



The Montana legislature passed HB403 in 2021 to support GYO programs in rural areas and those serving Native American communities. [Grants have been awarded to three projects](#), including two that focus on preparing teachers to serve the Blackfeet Reservation and the Rocky Boy Reservation.

²¹ Berry, B., Bastian, K. C., Darling-Hammond, L., & Kini, T. (2019). *How teaching and learning conditions affect teacher retention and school performance in North Carolina*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Leandro_Working_Conditions_REPORT.pdf.

²² Garcia, A. (2022). "A 50-State Scan of Grow Your Own Teacher Policies and Programs." New America. <https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/>.

²³ Gist, C. Bianco, M. and Lynn, M. (2018). "Examining Grow Your Own Programs Across the Teacher Development Continuum: Mining Research on Teachers of Color and Nontraditional Educator Pipelines." <https://journals.sagepub.com/doi/10.1177/0022487118787504>.

3B. Create and fund teacher residencies that target teacher shortage areas and aim to diversify the teacher pipeline.

A strong and growing research base finds that teachers are more effective when their preparation includes deep, sustained opportunities to practice what they learn in an authentic school setting. Further, teachers who complete a preparation program with a high-quality residency or internship component are more likely to be retained in their districts and in hard-to-staff schools.²⁴ State officials can adopt residency requirements for teacher licensure candidates and preparation programs through legislation or regulatory changes, and can ensure strong implementation by funding any new mandates.

Of note, teacher and principal Registered Apprenticeship Programs, which were approved by the U.S. Department of Labor in 2022 and 2023, respectively, represent a newer approach—and funding source—for offsetting training costs and ensuring aspiring teachers can access invaluable “learn by doing” opportunities. States can seek Department of Labor approval to sponsor educator apprenticeship programs, and distribute state and federal dollars (or a combination thereof) to LEAs, institutions of higher education, and nonprofits that meet state teacher preparation program requirements and apprenticeship parameters.



The Empire State Teacher Residency Program provides \$30 million in matching funds to subsidize teaching certification programs for qualified residency program candidates. The grant program focuses on high-need subject areas and geographic locations facing shortages, and prioritizes programs that will help to increase teacher diversity across the state.



In January 2022, the Tennessee Department of Education became the first registered apprenticeship program for teaching in the country, sponsoring a partnership between Clarksville-Montgomery County School System and Austin Peay State University's Teacher Residency program.

3C. Offer educational and training programs/pathways—as well as financial support—to uncertified existing staff already serving students and their communities.

GYO programs can be designed specifically to support paraprofessionals and other support staff, who tend to be more racially/ethnically diverse than the broader educator workforce,²⁵ to secure their teaching credentials. For example, New Jersey's S2833 established a GYO Teacher Apprenticeship Program that includes opportunities for high schoolers to obtain dual/concurrent enrollment credits toward a teaching degree and a staged approach with clear entry points and supports for paraprofessionals.²⁶

3D. Provide teacher preparation/LEA partnership grants to programs that have proven successful in preparing and retaining candidates of color.

Use new or repurposed existing funds (such as the ESEA Title II set-asides that enable states to reserve up to 5% of funds for professional development activities and 3% of funds for statewide leadership investments) to expand partnerships between LEAs and teacher and principal preparation programs with a demonstrated track record of success in developing educators of color to meet local needs. State policymakers should leverage the data and processes described in policy priorities 1D, 2B, and 2C, along with the definition of evidence-based from [ESEA section 8101\(21\)\(A\)](#), to inform grant parameters and awards, ensuring partnership grantees meet a high bar for program quality and promoting close collaboration between providers and the schools and LEAs program graduates will serve.

²⁴ Gnedko-Berry, N. (2018). "Exploring the potential of teacher residencies." Institute for Education Sciences.

<https://ies.ed.gov/ncee/rel/Products/Region/midwest/Blog/10115#>.

²⁵ Will, M. (2022). "Paraprofessionals: As the 'Backbones' of the Classroom, They Get Low Pay, Little Support." Education Week.

<https://www.edweek.org/leadership/paraprofessionals-as-the-backbones-of-the-classroom-they-get-low-pay-little-support/2022/06>.

²⁶ For additional information, please see https://www.njleg.state.nj.us/bill-search/2020/S2833/bill-text?f=S3000&n=2833_R1.

3E. Provide innovation grants to LEAs to diversify their teacher and leader pipelines.

Using new or repurposed existing funds described in policy priority 3D, provide funding to LEAs committed to increasing the racial/ethnic diversity of their educator pipelines through innovative strategies that may include new partnerships (e.g., with local or national Minority Serving Institutions (MSIs)) and novel approaches that address locally-identified issues and barriers.

Policy Level 4

Reform licensing regulations and establish financial supports to reduce irrelevant barriers to enter the profession.

4A. Invest in apprenticeship, scholarship, and loan forgiveness programs to attract students of color into preparation programs and the teaching profession.

Teachers of color overwhelmingly report that financial incentives are critical strategies for encouraging more young people of color to choose a career in education.²⁷ State officials can take advantage of newly available Department of Labor apprenticeship dollars (in alignment with policy priority 3B), braided with other state and federal funding sources, to ensure aspiring teachers can access stipends during their training. States can also advertise federal student loan relief opportunities, including Teacher Loan Forgiveness and Public Service Loan Forgiveness, and offer state-sponsored loan forgiveness programs.

The image shows a 'Loan Forgiveness Application' form from NCESEA. It includes sections for borrower information (Name, Address, City, State, Zip Code, Email, Loan Program Name, Employee Name, Employer Address, Position Title) and employer certification (Start and End dates of Employment, Type of Employment, and a statement on unpaid leave). The form is dated 08/20/2021.



The North Carolina Teaching Fellows-STEM Program (TFP-S) was established by the General Assembly in 2017 to provide forgivable loans to qualified students pursuing college degrees to teach Science, Technology, Engineering, Mathematics or special education in the North Carolina public school system.

Senate Bill 19-003 helps to address Colorado's educator shortages by providing loan forgiveness. The law authorizes the Department of Higher Education to offer loan repayment assistance of up to \$5,000 per year for educators serving in rural and hard-to-fill positions.

Governor Andy Beshear signs legislation at the Kentucky Center for African American Heritage. [Senate Bill 270](#) enables students attending Kentucky's private HBCUs to receive tuition grants, among other reforms to strengthen and diversify the state's educator workforce.

4B. Provide financial assistance to educator candidates to support the financial requirements of certification and licensure, including bilingual certification for current teachers.

Recognizing input from teachers of color on the value of financial incentives, state officials can also take steps to alleviate or remove costs associated with professional licensure. Connecticut provides \$2 million in financial assistance to aspiring teachers and principals, via their educator preparation programs, to help pay for licensure exams.²⁸ Arizona is supporting educators to meet new literacy requirements—specifically passage of the Foundations of Reading exam—by waiving the fee for the first attempt.²⁹ Of note, the cost is waived at registration, removing the added step of reimbursement.

²⁷ Steiner, E.D., et al. (2022).

²⁸ Putnam, H. (2022). "How states are making licensure tests free to aspiring teachers." National Council on Teacher Quality. <https://www.nctq.org/blog/How-states-are-making-licensure-tests-free-to-aspiring-teachers>.

²⁹ For additional information, please see https://www.aepa.nesinc.com/TestView.aspx?f=HTML_FRAG/SA190_TestPage.html.

4C. Create certification reciprocity for high-quality IHE and not-for-profit national providers / neighboring state providers to permit cross-state hires.

A majority of teachers of color report that streamlined licensure or reciprocity across states could help to diversify the educator workforce.³⁰ Anecdotally, many state educator licensure officials report having relationships with staff at institutions that run high-quality programs in neighboring states. By formalizing licensure processes for candidates who complete their preparation at such institutions, state policymakers can provide information that enables educators to access the training that best meets their needs *and* enables them to serve their desired communities. An even better approach would be to coordinate with other states—e.g., through National Association of State Directors of Teacher Education and Certification (NASDTEC) agreements—to establish clear, predictable processes for automatically accepting program completion and/or licenses earned under other jurisdictions.



PST Teacher Development Coaches for TeachNOLA prepare materials at Langston Hughes Academy in New Orleans.



Students arrive at J.M. Ullom Elementary School in Las Vegas. The school is a teaching site for members of the Nevada Teacher Corps.

4D. Ensure licensing requirements maintain a high and relevant bar to assess the content and pedagogical knowledge teacher candidates need.

As state policymakers consider ways to make education a more accessible career path for people of color, carefully review requirements to assess whether they are supported by evidence and/or correlated with teachers' success on the job. State officials should critically review educator licensure, reciprocity, and program approval requirements to reduce unnecessary barriers and ensure licensure requirements actually correlate to measures of educator effectiveness, in order to make entry into the profession more accessible to potential talented candidates while maintaining strong, meaningful standards for entering teaching or advancing into leadership.

4E. Establish a task force, advisory group, or role within the state education agency to review licensing tests and associated approval policies for racial and cultural bias.

Standardized licensure exams required of teaching candidates disproportionately keep candidates of color from joining the workforce.³¹ However, a growing chorus of researchers highlight that these tests are not strong predictors of teachers' and principals' actual effectiveness once on the job.³² Leveraging data referenced in policy priority 2E and the expertise of stakeholders, state leaders should create the infrastructure to review components of current licensure exams and identify opportunities to eliminate unhelpful barriers while maintaining a high bar with regard to the competencies and experiences that are correlated with success in their roles.

³⁰ Steiner, E.D., et al. (2022).

³¹ Policy and Program Studies Service. (2016). The State of Racial Diversity in the Educator Workforce. U.S. Department of Education. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>.

³² Motamedi, J., Leong, M., and Hanson, H. (2018). Potential Testing Barriers for Teacher Candidates of Color. <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/potential-testing-barriers.pdf>.

4F. Revise principal preparation program accreditation, licensing standards, and evaluation rubrics to incorporate cultural competency and an inclusive climate indicator.

Principals play a critical role in fostering supportive school cultures for effective, culturally responsive teaching, but their preparation does not always include training on identifying and addressing instructional and other inequities in their schools.³³ As one illustrative point, only 20% of principals “strongly agree” that they were prepared to lead schools serving Black, Latino, and low-income populations, and 39% of white principals report they were completely or mostly unprepared to do so.³⁴ State officials can revise laws and regulations to ensure aspiring principals’ preparation includes a focus on cultural competency, and that current school leaders of all racial, ethnic, and cultural backgrounds can access support in building more welcoming, inclusive school environments through evaluation and support systems.

4G. Clarify pathways for candidates who complete out-of-state programs to assess whether those programs meet the requirements for certification within the state.

A majority of teachers of color believe that supporting educators to more seamlessly transfer their professional licenses across states could enhance teacher and school leader diversity efforts.³⁵ State officials should ensure that requirements for out-of-state program completers or license holders are clear and consistent, with no ambiguity about whether an applicant’s training or experience meets state expectations. For example, if a transcript review occurs, applicants should have access to a list of specific coursework—rather than general topical areas—staff will review for comparability. Other requirements for out-of-state candidates should be reviewed for clarity and updated in guidance, where needed.

4H. Establish a formal process through which candidates can seek prior approval of out-of-state programs.

Related to policy priority 4G, removing red tape for transferring educators licenses across states and offering clear, predictable processes can support educators of color to carefully plan when relocating to a new state. For example, the South Carolina Department of Education requires all candidates who expect to seek a South Carolina license and would like to enroll in an approved program with an out-of-state provider to seek pre-approval via their My SC Educator Portal account.³⁶ Candidates upload required program documentation, and state officials review that information before the program begins to ensure candidates enroll only in programs that meet the state’s licensure and reciprocity requirements.

Policy Lever 5

Support teacher career pathways and compensation that leverage and retain teachers of color.

5A. Ensure teachers earn a professional wage, including in their first year in the classroom.

State officials can play a critical role in ensuring entry into the education profession is financially viable for prospective teachers, and that salaries remain competitive as they grow and advance in their careers. Nearly 70 teacher compensation legislative proposals were introduced at the state level in 2023, and lawmakers in Arkansas, Idaho, Florida, Maryland, Montana, Oklahoma, Tennessee, Utah, and Washington enacted laws raising minimum teacher salaries and ensuring educator pay keeps up with inflation in the future.³⁷

³³ Darling-Hammond, L., Wechsler, M. E., Levin, S., Leung-Gagné, M., & Tozer, S. (2023). *Developing effective principals: What kind of learning matters?* Learning Policy Institute. <https://doi.org/10.54300/641.201>.

³⁴ Johnston, W. R., and Young, C. J. (2019). *Principal and Teacher Preparation to Support the Needs of Diverse Students: National Findings from the American Educator Panels*. The RAND Corporation. www.rand.org/pubs/research_reports/RR2990.html.

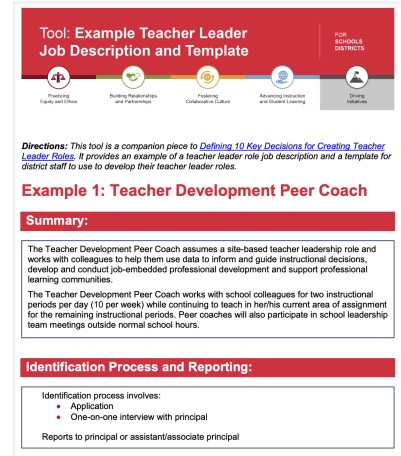
³⁵ Steiner, E.D., et al. (2022).

³⁶ For more information, please see <https://ed.sc.gov/educators/teaching-in-south-carolina/epp/online/>.

³⁷ Arando-Comer, B. (2023). Legislative Tracker: 2023 Teacher-Pay Bills in the States.” Future Ed. <https://www.future-ed.org/legislative-tracker-2023-teacher-pay-bills-in-the-states/>.

5B. Invest in teacher leader roles that meet a set of quality criteria, such as a Mentor Teacher or Content Lead, including commensurate training and compensation.

Too often, teachers are thrust into ill-defined leadership positions and expected to rely on their classroom experience—with no coherent training—to guide them. States can encourage LEAs and schools to pilot innovative staffing models to right-size demands on educators' time while increasing their impact, and adopt effective teacher leader roles by developing model job descriptions that clearly articulate high-impact responsibilities.^{38 39} Further, state education officials can ensure teacher leaders are set up to be successful by requiring that their training—whether offered onsite at their schools or through an external provider—includes research-based elements, including alignment to a defined teacher leader competency framework (e.g., Teacher Leader Model Standards or a state-developed framework), a scope and sequence that covers critical leadership topics, clinical or job-embedded practice with dedicated time during the school day for learning, collaboration, leadership duties, self-reflection, and feedback.⁴⁰



The Ohio Department of Education and Workforce has a [Teacher Leader Toolkit](#) for LEAs, including a model job description and template.

5C. Provide stipends or increased compensation for teacher leaders, including instructional leaders.

Recognizing their additional responsibilities and impact, teacher leader roles should come with additional pay and supportive training. States can support LEAs and schools by providing stipends for teacher leaders.

5D. Provide an annual stipend to all bilingual employees utilizing a language skill in their practice that their students speak.

We also encourage state officials to provide financial incentives and compensation to educators whose bilingualism enables them to address critical instructional areas (e.g., English language development) and other essential school functions, such as parent/caregiver communications and family partnerships.

5E. Reform seniority-based layoff policies.

Because early-career teachers are more racially, ethnically, and culturally diverse than the profession as a whole, staff reduction policies that are based solely on seniority disproportionately layoff educators of color.⁴¹ Given approaching fiscal cliffs and districts facing serious budget constraints, teacher layoffs are an unfortunate possibility for many districts across the country. Such layoffs threaten the gains some districts and states have made in increasing the racial diversity of their teacher workforce. It doesn't have to be this way. For example, Arizona⁴² and Virginia⁴³ do not allow seniority to be a deciding factor in layoffs, and Florida⁴⁴ and Indiana⁴⁵ require staffing and layoff decisions to be based on performance. Oregon retains a "last in, first out" (LIFO) policy, but includes a carve out for culturally and linguistically diverse staff.⁴⁶

³⁸ Public Impact. (2016). The Whole Package: 12 Factors of High-Impact Teacher-Leader Roles. https://publicimpact.com/wp-content/uploads/2015/11/The_Whole_Package_12_Factors_of_High-Impact_Teacher-Leader_Roles-Public_Impact.pdf.

³⁹ Mary Lou Fulton College. (n.d.) "Next Education Workforce." Arizona State University. <https://dev-nexted.ws.asu.edu/>.

⁴⁰ New Leaders. (2015). Untapped: A policy roadmap for improving schools through shared leadership.

⁴¹ TNTP and Educators for Excellence. (2023). So All Students Thrive: Rethinking Layoff Policy to Protect Teacher Diversity. <https://tntp.org/publication/so-all-students-thrive/>.

⁴² For full legislative text, please see A.R.S. § 15-502(h).

⁴³ For full legislative text, please see Va. Code Ann. § 22.1-304.

⁴⁴ For full legislative text, please see Fla. Stat. Ann. §§ 1012.33, 1012.335, 120.68.

⁴⁵ For full legislative text, please see Ind. Code § 20-28-7.5-1.

⁴⁶ For full legislative text, please see <https://olis.oregonlegislature.gov/liz/2021R1/Downloads/MeasureDocument/HB2001/A-Engrossed>.

Policy Lever 6

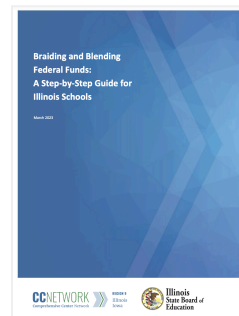
Provide evidence-based retention programming that will have positive impacts on teachers and leaders of color.

6A. Require and fund schools and LEAs to provide multi-year support (at least two years) to new teachers and leaders, including requiring induction and mentoring (as described in policy priority 5B) for first-year teachers and leaders.

Teacher and leader induction programs represent another promising strategy to address early attrition.⁴⁷ States should require all novice teachers and principals to complete at least two years of high-quality induction support. States should also provide funding to LEAs, in partnership with approved providers, to offer “comprehensive” approaches—i.e., multi-year, structured mentorship programs that include data-driven feedback and coaching.

6B. Leverage all federal funding streams (e.g., Title I, Title II, Title III, IDEA) to provide training to current principals around the implementation of equity and diversity strategies.

Major federal formula funds can be used to support principal professional development focused on equity and diversity issues generally, as well as to support specific state and local initiatives. In addition, set-asides in ESEA Title II enable states to reserve up to 5% of funds for professional development activities, and 3% of funds for statewide leadership investments.



The Illinois Department of Education convened 10 district teams of principals, superintendents, business managers, and other officials for a community of practice focused on braiding and blending federal funds. Using stakeholder feedback, the state developed a [guide](#) for use by all districts across the state.

6C. Establish a statewide system of affinity groups to examine local issues and make recommendations to district leaders to improve working conditions and experiences for teachers of color.

Affinity networks and communities of practice for educators who share a racial/ethnic background and work in similar roles are a growing strategy for addressing the isolation that teachers and leaders of color can experience when working in schools where they may be one of only a few non-white staff members. These groups can also serve as an important advisory council for state and local officials regarding the development of strategies to increase educator diversity. State officials can create networks, committees, and fellowships for teachers and principals of color, including in partnership with associations and other community stakeholders. Statewide coordination may be especially important in connecting educators of color across geographies and school types where educators of color may not otherwise have access to same-race peers or mentors.

WE'RE HERE TO HELP!

Keep in Touch with the One Million Teachers of Color Campaign

State leadership in addressing the systemic issues that prevent people of color from building sustainable careers in education is critical to our collective efforts to create welcoming, supportive, energizing classrooms and schools in which educators and students of every racial, ethnic, and cultural background can thrive. We are eager to answer questions about our work and recommendations, and to assist state officials with efforts to champion a stronger and more diverse educator workforce.

Learn more about the Campaign at <https://1mtoc.org> and contact us at info@1MToC.org.

⁴⁷ Rowland Woods, J. (2016). Mitigating Teacher Shortages: Induction and Mentorship. Education Commission of the States. <https://www.ecs.org/wp-content/uploads/Mitigating-Teacher-Shortages-Induction-Mentorship.pdf>.

APPENDIX A: Percentage distribution of public school K–12 students and teachers, by race/ethnicity and state: 2021

Representation gaps are color-coded as follows: **negative gap of 0.1 - 4.9 percentage points**, **negative gap of 5.0 - 9.9 percentage points**, **negative gap of 10.0 or greater percentage points**, and **any positive percentage-point gap**.

	American Indian or Alaska Native			Asian			Black or African American			Hispanic or Latino			Native Hawaiian or Pacific Islander			White			Two or More Races		
	Teachers	Students	Gap	Teachers	Students	Gap	Teachers	Students	Gap	Teachers	Students	Gap	Teachers	Students	Gap	Teachers	Students	Gap	Teachers	Students	Gap
UNITED STATES	0.4	0.9	-0.5	2.4	5.4	-3	6.1	14.9	-8.8	9.4	28.4	-19	0.2	0.4	-0.2	79.9	45.2	34.7	1.6	4.7	-3.1
Alabama	-	0.9	-	-	1.5	-	17.3	32.0	-14.7	-	10.0	-	-	0.1	-	79.1	52.6	26.5	1.9	2.9	-1
Alaska	4.7	21.7	-17	1.9	5.2	-3.3	-	2.4	-	4.6	7.4	-2.8	-	3.1	-	82.6	47.2	35.4	5.2	13.1	-7.9
Arizona	2.1	4.2	-2.1	2.7	3.0	-0.3	3.8	5.7	-1.9	14.2	47.0	-32.8	-	0.4	-	75.8	35.8	40	1.5	3.9	-2.4
Arkansas	-	0.6	-	-	1.7	-	8.0	19.6	-11.6	2.0	13.9	-11.9	-	1.0	-	86.9	59.4	27.5	1.0	3.8	-2.8
California	0.2	0.5	-0.3	8.6	11.8	-3.2	2.7	5.1	-2.4	21.0	55.9	-34.9	0.2	0.4	-0.2	64.4	21.0	43.4	2.8	5.3	-2.5
Colorado	-	0.6	-	1.1	3.2	-2.1	1.5	4.6	-3.1	10.0	34.7	-24.7	-	0.3	-	86.4	51.7	34.7	0.8	4.9	-4.1
Connecticut	-	0.3	-	1.3	5.2	-3.9	2.3	12.6	-10.3	5.3	29.0	-23.7	-	0.1	-	89.8	48.6	41.2	1.2	4.3	-3.1
Delaware	-	0.4	-	-	4.2	-	7.3	30.3	-23	6.5	18.5	-12	-	0.2	-	82.0	41.6	40.4	2.3	4.9	-2.6
D.C.	-	0.1	-	4.2	1.5	2.7	42.5	65.0	-22.5	9.4	17.2	-7.8	-	0.1	-	40.8	13.1	27.7	2.7	3.1	-0.4
Florida	-	0.2	-	2.0	2.8	-0.8	12.4	21.3	-8.9	18.2	35.5	-17.3	-	0.2	-	65.5	36.1	29.4	1.7	4.0	-2.3
Georgia	-	0.2	-	2.5	4.5	-2	19.1	36.4	-17.3	4.3	17.6	-13.3	-	0.1	-	73.0	36.7	36.3	1.0	4.4	-3.4
Hawaii	-	0.2	-	33.9	25.5	8.4	-	1.4	-	8.7	17.6	-8.9	11.9	26.1	-14.2	31.0	11.3	19.7	13.4	17.9	-4.5
Idaho	-	1.0	-	-	1.1	-	-	1.1	-	4.1	19.1	-15	-	0.3	-	93.4	74.2	19.2	1.4	3.2	-1.8
Illinois	-	0.3	-	1.6	5.4	-3.8	3.6	16.5	-12.9	8.9	27.2	-18.3	-	0.1	-	85.1	46.5	38.6	0.8	4.1	-3.3
Indiana	-	0.2	-	-	2.8	-	3.1	12.9	-9.8	2.3	13.6	-11.3	-	0.1	-	93.0	65.1	27.9	1.4	5.3	-3.9
Iowa	-	0.3	-	-	2.5	-	0.9	6.6	-5.7	2.4	12.1	-9.7	-	0.5	-	95.5	73.3	22.2	-	4.7	-
Kansas	-	0.7	-	-	2.8	-	1.4	6.7	-5.3	4.2	20.9	-16.7	-	0.2	-	92.3	62.7	29.6	-	6.0	-
Kentucky	-	0.1	-	-	2.0	-	1.8	10.7	-8.9	-	8.3	-	-	0.2	-	97.1	73.9	23.2	-	4.9	-
Louisiana	-	0.6	-	-	1.6	-	13.2	42.1	-28.9	3.4	9.4	-6	-	0.1	-	80.0	43.0	37	1.8	3.3	-1.5
Maine	-	0.8	-	-	1.4	-	-	4.2	-	2.1	2.9	-0.8	-	0.1	-	94.4	87.5	6.9	1.9	3.2	-1.3
Maryland	-	0.3	-	7.6	6.7	0.9	20.1	33.2	-13.1	5.0	20.7	-15.7	-	0.1	-	64.0	33.9	30.1	3.2	5.1	-1.9
Massachusetts	-	0.2	-	0.5	7.2	-6.7	1.7	9.3	-7.6	2.9	23.1	-20.2	-	0.1	-	94.1	55.8	38.3	-	4.3	-
Michigan	-	0.6	-	-	3.5	-	6.1	18.0	-11.9	2.8	8.7	-5.9	-	0.1	-	89.4	64.3	25.1	1.2	4.9	-3.7

Minnesota	-	1.7	-	2.0	6.9	-4.9	-	11.6	-	2.0	10.5	-8.5	-	0.1	-	93.9	63.1	30.8	0.5	6.0	-5.5
Mississippi	-	0.2	-	-	1.1	-	22.6	47.1	-24.5	-	4.6	-	-	0.1	-	75.6	43.1	32.5	-	3.7	-
Missouri	-	0.4	-	-	2.1	-	4.6	15.2	-10.6	1.6	7.6	-6	-	0.4	-	91.3	69.3	22	1.7	5.1	-3.4
Montana	-	10.6	-	-	0.7	-	-	0.7	-	-	5.6	-	-	0.2	-	95.9	77.7	18.2	1.4	4.4	-3
Nebraska	-	1.3	-	-	2.9	-	-	6.6	-	1.0	20.5	-19.5	-	0.2	-	98.3	64.1	34.2	-	4.4	-
Nevada	0.9	0.8	0.1	4.3	5.4	-1.1	5.6	12.1	-6.5	12.1	43.6	-31.5	1.2	1.5	-0.3	72.7	29.3	43.4	3.1	7.3	-4.2
New Hampshire	-	0.2	-	-	3.2	-	-	2.1	-	1.1	6.7	-5.6	-	0.1	-	97.6	83.4	14.2	-	4.3	-
New Jersey	-	0.2	-	2.5	10.2	-7.7	2.8	14.9	-12.1	8.2	32.1	-23.9	-	0.2	-	84.5	39.6	44.9	1.7	2.8	-1.1
New Mexico	3.5	10.2	-6.7	4.8	1.2	3.6	-	1.8	-	35.8	63.2	-27.4	-	0.1	-	53.8	21.2	32.6	1.5	2.3	-0.8
New York	-	0.7	-	3.8	9.9	-6.1	5.7	16.2	-10.5	8.7	28.8	-20.1	-	0.2	-	80.4	41.0	39.4	1.1	3.2	-2.1
North Carolina	-	1.1	-	1.0	3.8	-2.8	15.6	24.9	-9.3	4.2	19.8	-15.6	-	0.1	-	76.4	44.9	31.5	1.6	5.2	-3.6
North Dakota	-	8.3	-	-	1.4	-	-	5.2	-	-	6.2	-	-	0.3	-	94.7	74.3	20.4	1.3	4.4	-3.1
Ohio	-	0.1	-	0.5	2.7	-2.2	3.0	16.8	-13.8	1.9	6.9	-5	-	0.1	-	93.7	67.4	26.3	0.9	6.0	-5.1
Oklahoma	4.0	11.6	-7.6	-	2.1	-	0.8	7.9	-7.1	3.7	19.3	-15.6	-	0.4	-	84.0	46.3	37.7	5.9	12.4	-6.5
Oregon	-	1.2	-	2.6	4.0	-1.4	0.8	2.3	-1.5	5.9	25.2	-19.3	-	0.8	-	86.9	59.5	27.4	3.1	7.1	-4
Pennsylvania	-	0.2	-	-	4.3	-	2.0	14.5	-12.5	1.6	13.7	-12.1	-	0.1	-	95.5	62.3	33.2	0.6	4.9	-4.3
Rhode Island	-	0.8	-	1.9	3.2	-1.3	-	8.9	-	8.0	28.6	-20.6	-	0.1	-	87.0	53.3	33.7	-	5.0	-
South Carolina	-	0.3	-	0.8	1.7	-0.9	15.0	32.0	-17	2.6	12.0	-9.4	-	0.1	-	80.3	48.4	31.9	-	5.4	-
South Dakota	1.9	10.5	-8.6	-	1.6	-	-	3.3	-	2.8	7.5	-4.7	-	0.1	-	92.9	71.5	21.4	1.8	5.5	-3.7
Tennessee	-	0.2	-	-	2.0	-	7.1	20.7	-13.6	1.7	13.1	-11.4	-	0.1	-	89.6	59.7	29.9	1.4	4.2	-2.8
Texas	0.4	0.3	0.1	1.6	4.8	-3.2	7.4	12.8	-5.4	27.5	52.7	-25.2	0.2	0.2	0	61.1	26.3	34.8	1.7	2.9	-1.2
Utah	-	1.0	-	2.0	1.7	0.3	-	1.3	-	5.6	18.8	-13.2	-	1.6	-	89.8	72.3	17.5	1.8	3.3	-1.5
Vermont	-	0.3	-	-	2.1	-	-	2.5	-	-	3.0	-	-	0.1	-	96.1	88.7	7.4	1.3	3.4	-2.1
Virginia	-	0.3	-	1.5	7.4	-5.9	9.7	21.8	-12.1	4.1	18.1	-14	-	0.2	-	81.8	45.8	36	2.7	6.5	-3.8
Washington	2.1	1.1	1.0	3.3	8.6	-5.3	1.0	4.7	-3.7	3.9	25.4	-21.5	-	1.3	-	86.3	50.0	36.3	2.9	8.9	-6
West Virginia	-	0.1	-	-	0.6	-	-	4.1	-	-	2.1	-	-	-	-	97.1	89.0	8.1	1.2	4.1	-2.9
Wisconsin	-	1.0	-	1.1	4.1	-3	-	8.8	-	2.7	13.2	-10.5	-	0.1	-	94.9	67.9	27	1.0	4.9	-3.9
Wyoming	-	3.5	-	-	0.7	-	-	0.9	-	2.8	14.4	-11.6	-	0.2	-	93.4	76.9	16.5	2.8	3.6	-0.8

SOURCES: U.S. Department of Education, National Center for Education Statistics: National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2020–21; "Table 203.70. Percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and state or jurisdiction: Fall 2021."

NOTE: Where data not shown (listed as "-"), NCES reporting standards were not met. Either there were too few cases for a reliable analysis, or the coefficient of variation (CV) was 50 percent or greater.

APPENDIX B: Percentage distribution of K–12 public school students and principals, by race/ethnicity and state: 2021

Representation gaps are color-coded as follows: **negative gap of 0.1 - 4.9 percentage points**, **negative gap of 5.0 - 9.9 percentage points**, **negative gap of 10.0 or greater percentage points**, and **any positive percentage-point gap**.

	American Indian or Alaska Native			Asian			Black or African American			Hispanic or Latino			Native Hawaiian or Pacific Islander			White			Two or More Races		
	Principals	Students	Gap	Principals	Students	Gap	Principals	Students	Gap	Principals	Students	Gap	Principals	Students	Gap	Principals	Students	Gap	Principals	Students	Gap
UNITED STATES	0.6	0.9	-0.3	1.0	5.4	-4.4	10.4	14.9	-4.5	9.3	28.4	-19.1	0.3	0.4	-0.1	77.1	45.2	31.9	1.3	4.7	-3.4
Alabama	-	0.9	-	-	1.5	-	28.8	32	-3.2	-	10	-	-	0.1	-	70.3	52.6	17.7	-	2.9	-
Alaska	12.0	21.7	-9.7	-	5.2	-	4.8	2.4	-	-	7.4	-	-	3.1	-	81.1	47.2	33.9	-	13.1	-
Arizona	4.5	4.2	0.3	-	3	-	-	5.7	-	16.8	47	-30.2	-	0.4	-	72.0	35.8	36.2	-	3.9	-
Arkansas	-	0.6	-	-	1.7	-	18.4	19.6	-1.2	-	13.9	-	-	1	-	77.6	59.4	18.2	-	3.8	-
California	-	0.5	-	3.5	11.8	-8.3	3.8	5.1	-1.3	24.7	55.9	-31.2	-	0.4	-	64.7	21	43.7	2.3	5.3	-3
Colorado	-	0.6	-	-	3.2	-	-	4.6	-	7.6	34.7	-27.1	-	0.3	-	88.8	51.7	37.1	-	4.9	-
Connecticut	-	0.3	-	-	5.2	-	6.0	12.6	-6.6	5.3	29	-23.7	-	0.1	-	86.7	48.6	38.1	-	4.3	-
Delaware	-	0.4	-	-	4.2	-	12.4	30.3	-17.9	6.2	18.5	-12.3	-	0.2	-	80.0	41.6	38.4	-	4.9	-
D.C.	-	0.1	-	-	1.5	-	58.7	65	-6.3	6.8	17.2	-10.4	-	0.1	-	29.6	13.1	16.5	-	3.1	-
Florida	-	0.2	-	-	2.8	-	19.1	21.3	-2.2	17.1	35.5	-18.4	-	0.2	-	62.7	36.1	26.6	-	4	-
Georgia	-	0.2	-	-	4.5	-	26.0	36.4	-10.4	-	17.6	-	-	0.1	-	71.0	36.7	34.3	-	4.4	-
Hawaii	-	0.2	-	31.3	25.5	5.8	-	1.4	-	9.2	17.6	-8.4	19.7	26.1	-6.4	27.4	11.3	16.1	12.4	17.9	-5.5
Idaho	-	1	-	-	1.1	-	-	1.1	-	6.3	19.1	-12.8	-	0.3	-	93.4	74.2	19.2	-	3.2	-
Illinois	-	0.3	-	-	5.4	-	11.1	16.5	-5.4	7.4	27.2	-19.8	-	0.1	-	79.7	46.5	33.2	-	4.1	-
Indiana	-	0.2	-	-	2.8	-	5.7	12.9	-7.2	-	13.6	-	-	0.1	-	89.9	65.1	24.8	-	5.3	-
Iowa	-	0.3	-	-	2.5	-	-	6.6	-	-	12.1	-	-	0.5	-	97.8	73.3	24.5	-	4.7	-
Kansas	-	0.7	-	-	2.8	-	-	6.7	-	-	20.9	-	-	0.2	-	93.4	62.7	30.7	-	6	-
Kentucky	-	0.1	-	-	2	-	-	10.7	-	-	8.3	-	-	0.2	-	100.0	73.9	26.1	-	4.9	-
Louisiana	-	0.6	-	-	1.6	-	28.3	42.1	-13.8	-	9.4	-	-	0.1	-	68.0	43	25	-	3.3	-
Maine	-	0.8	-	-	1.4	-	-	4.2	-	-	2.9	-	-	0.1	-	100.0	87.5	12.5	-	3.2	-
Maryland	-	0.3	-	-	6.7	-	39.6	33.2	6.4	-	20.7	-	-	0.1	-	53.4	33.9	19.5	-	5.1	-
Massachusetts	-	0.2	-	-	7.2	-	5.7	9.3	-3.6	-	23.1	-	-	0.1	-	89.5	55.8	33.7	-	4.3	-
Michigan	-	0.6	-	-	3.5	-	11.3	18	-6.7	-	8.7	-	-	0.1	-	86.5	64.3	22.2	-	4.9	-

Minnesota	-	1.7	-	-	6.9	-	-	11.6	-	-	10.5	-	-	0.1	-	90.4	63.1	27.3	-	6	-
Mississippi	-	0.2	-	-	1.1	-	37.1	47.1	-10	-	4.6	-	-	0.1	-	62.9	43.1	19.8	-	3.7	-
Missouri	-	0.4	-	-	2.1	-	5.4	15.2	-9.8	-	7.6	-	-	0.4	-	93.9	69.3	24.6	-	5.1	-
Montana	-	10.6	-	-	0.7	-	-	0.7	-	-	5.6	-	-	0.2	-	92.6	77.7	14.9	-	4.4	-
Nebraska	-	1.3	-	-	2.9	-	-	6.6	-	-	20.5	-	-	0.2	-	100.0	64.1	35.9	-	4.4	-
Nevada	-	0.8	-	-	5.4	-	6.7	12.1	-5.4	15.4	43.6	-28.2	-	1.5	-	77.1	29.3	47.8	-	7.3	-
New Hampshire	-	0.2	-	-	3.2	-	-	2.1	-	-	6.7	-	-	0.1	-	100.0	83.4	16.6	-	4.3	-
New Jersey	-	0.2	-	-	10.2	-	11.5	14.9	-3.4	11.3	32.1	-20.8	-	0.2	-	77.3	39.6	37.7	-	2.8	-
New Mexico	5.1	10.2	-5.1	-	1.2	-	-	1.8	-	36.3	63.2	-26.9	-	0.1	-	52.3	21.2	31.1	-	2.3	-
New York	-	0.7	-	-	9.9	-	13.2	16.2	-3	9.1	28.8	-19.7	-	0.2	-	75.3	41	34.3	-	3.2	-
North Carolina	-	1.1	-	-	3.8	-	24.5	24.9	-0.4	-	19.8	-	-	0.1	-	70.8	44.9	25.9	-	5.2	-
North Dakota	2.4	8.3	-	-	1.4	-	-	5.2	-	-	6.2	-	-	0.3	-	96.4	74.3	22.1	-	4.4	-
Ohio	-	0.1	-	-	2.7	-	14.5	16.8	-2.3	-	6.9	-	-	0.1	-	84.0	67.4	16.6	-	6	-
Oklahoma	5.1	11.6	-6.5	-	2.1	-	5.3	7.9	-2.6	-	19.3	-	-	0.4	-	80.2	46.3	33.9	9.5	12.4	-2.9
Oregon	-	1.2	-	-	4	-	-	2.3	-	3.1	25.2	-22.1	-	0.8	-	95.2	59.5	35.7	-	7.1	-
Pennsylvania	-	0.2	-	-	4.3	-	6.9	14.5	-7.6	-	13.7	-	-	0.1	-	88.8	62.3	26.5	-	4.9	-
Rhode Island	-	0.8	-	-	3.2	-	3.5	8.9	-	8.9	28.6	-19.7	-	0.1	-	86.5	53.3	33.2	-	5	-
South Carolina	-	0.3	-	-	1.7	-	18.4	32	-13.6	-	12	-	-	0.1	-	78.5	48.4	30.1	-	5.4	-
South Dakota	5.7	10.5	-4.8	-	1.6	-	-	3.3	-	-	7.5	-	-	0.1	-	92.1	71.5	20.6	-	5.5	-
Tennessee	-	0.2	-	-	2	-	17.7	20.7	-3	-	13.1	-	-	0.1	-	82.3	59.7	22.6	-	4.2	-
Texas	-	0.3	-	0.7	4.8	-4.1	10.6	12.8	-2.2	28.5	52.7	-24.2	-	0.2	-	58.8	26.3	32.5	1.4	2.9	-1.5
Utah	-	1	-	-	1.7	-	-	1.3	-	-	18.8	-	-	1.6	-	93.6	72.3	21.3	-	3.3	-
Vermont	-	0.3	-	-	2.1	-	-	2.5	-	-	3	-	-	0.1	-	98.9	88.7	10.2	-	3.4	-
Virginia	-	0.3	-	-	7.4	-	21.6	21.8	-0.2	-	18.1	-	-	0.2	-	71.9	45.8	26.1	-	6.5	-
Washington	-	1.1	-	-	8.6	-	-	4.7	-	-	25.4	-	-	1.3	-	92.1	50	42.1	-	8.9	-
West Virginia	-	0.1	-	-	0.6	-	-	4.1	-	-	2.1	-	-	-	-	93.5	89	4.5	-	4.1	-
Wisconsin	-	1	-	-	4.1	-	-	8.8	-	-	13.2	-	-	0.1	-	93.4	67.9	25.5	-	4.9	-
Wyoming	-	3.5	-	-	0.7	-	-	0.9	-	-	14.4	-	-	0.2	-	94.8	76.9	17.9	-	3.6	-

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