

Educator Diversity State Profile: **PENNSYLVANIA**



RESEARCH SAYS THAT TEACHER DIVERSITY BENEFITS ALL STUDENTS, REGARDLESS OF RACE OR ETHNICITY. HOWEVER, WHILE THE MAJORITY OF STUDENTS IN THE U.S. ARE OF COLOR, ONLY ABOUT 20% OF TEACHERS ARE OF COLOR.

Increasing the racial and cultural diversity of the teacher workforce takes a statewide commitment to collecting and analyzing educator workforce data and leading targeted, data-informed efforts to develop policies that recruit, support, and retain a high-quality and diverse educator workforce. This brief is designed to support these efforts by providing data analyses and a landscape of policies and practices in Pennsylvania for advocates, educators, and policymakers leading this work at the state level.

Pennsylvania Demographic Data (2018-19)¹

Student Data Source: [The Education Trust's analysis of 2018-19 data from the Common Core of Data.](#)

Teacher Data Source: State data

Race/ethnicity	Students	Teachers ²
Asian	4.1%	0.7%
Black	14.5%	3.8%
Latino	12.1%	1.1%
Multiracial	4.1%	0.7%
American Indian/Alaska Native	0.1%	0.1%
Native Hawaiian/Pacific Islander	0.1%	0.0%
White	64.9%	93.6%
Total Percentage of People of Color³	35.1%	6.4%

1. The data was pulled from K-12 public and charter schools in the state, 2.K-12 classroom teacher full-time equivalents,

3. People of color describes people who identify as Black, Latino, multiracial, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander

Schools With No Teachers of Color	53.0%
Percentage of All Students in Schools with No Teachers of Color	43.3%

To examine whether students have access to diverse teachers in their schools, we analyzed school-level data on teacher and student race and ethnicity. Below are state-level findings regarding students' access to teachers of color and same-race teachers as well as the prevalence of teachers in schools with no other same-race colleagues. For district-level data, please visit this state's page at <https://edtrust.org/educator-diversity/>.

State Teacher Diversity Data – Pennsylvania

	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	White
Percent of students attending schools with no teachers of color	25.5%	12.3%	23.6%	35.9%	*	*	55.4%
Percent of students attending schools with no same-race teachers	54.1%	18.2%	42.6%	82.2%	*	*	0.2%
Percent of students attending schools with >5% same-race teachers	6.7%	60.3%	19.1%	2.9%	*	*	99.7%
Percent of teachers working in schools with no other same-race teacher	43.6%	8.1%	31.5%	24.1%	97.5%	92.3%	0.0%

*Too few students or teachers

Access to Non-Novice Teachers in Pennsylvania

Research shows students of color and students from low-income backgrounds are more likely to attend schools with greater numbers of novice teachers than their peers. While new teachers bring energy and passion into their classrooms and schools, teachers face a steep learning curve in their first few years of teaching. Schools with high turnover and a “revolving door” of new teachers can deeply affect student learning.

Here is the state of Black and Latino student access to non-novice and certified teachers in Pennsylvania

Disparities between schools serving the most and fewest Black students		
	Schools Serving the Most Black Students	Schools Serving the Fewest Black Students
Percent Novice Teachers	16%	6%
Percent First-Year Teachers	7%	3%
Disparities between schools serving the most and fewest Latino students		
	Schools Serving the Most Latino Students	Schools Serving the Fewest Latino Students
Percent Novice Teachers	12%	7%
Percent First-Year Teachers	6%	4%

Disparities between Black and Non-Black Students		
	Black Students	Non-Black Students
Percent of Students in schools with High (≥20%) percentages of Novice Teachers	30%	7%
Percent of Students in schools with High (≥10%) percentages of Uncertified Teachers	17%	1%
Disparities between Latino and Non-Latino Students		
	Latino Students	Non-Latino Students
Percent of Students in schools with High (≥20%) percentages of Novice Teachers	20%	9%
Percent of Students in schools with High (≥10%) percentages of Uncertified Teachers	5%	3%

To move from highlighting these inequities to proactively addressing them, see the Roadmap for State Success in our reports [Getting Black Students Access to Non-Novice and Certified Teachers](#) and [Getting Latino Students Access to Non-Novice and Certified Teachers](#).

Policy Scan

To increase the racial diversity of the educator workforce, states must create the right policy conditions to support educator preparation programs, districts, and schools in their efforts to prepare, recruit, and retain teachers of color. The following describes the state's progress toward creating those policy conditions:

RATING SCALE



Meets all or most of the requirements within the goal



Meets some of the requirements within the goal



Meets one or no requirements within the goal

Strategies:

- 1. Make educator diversity data visible and actionable to stakeholders**

- 2. Set clear goals at the state and district level to increase student access to diverse educators**

- 3. Invest in educator preparation programs to increase enrollment and improve the preparation of teachers of color**

- 4. Target resources to districts and schools to support efforts that intentionally recruit and hire a diverse teaching workforce**

- 5. Invest in efforts to retain teachers of color that improve working conditions and provide opportunities for personal and professional growth**


- 6. Use federal COVID-related relief funds to invest in strategies that increase the racial diversity of the educator workforce**



1: Make Educator Diversity Data Visible and Actionable to Stakeholders

For states to make progress toward increasing the racial diversity of the educator workforce, all stakeholders must have access to useful and timely educator workforce data to set goals and chart a path forward. As keepers of state data systems, state education agencies are best positioned to collect and share this data, which should be publicly available and easily accessible so stakeholders can make targeted, strategic workforce decisions at the school, district, and state level.

For data to be meaningful, states must:

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p>  <p>Share annual school-level information about the racial demographics of the educator workforce, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Pennsylvania does not post any data on the racial demographics of the educator workforce on the state website. However, in summer 2022, the Pennsylvania Department of Education (PDE) will release its Educator Workforce Strategy, which includes provisions to make disaggregated data publicly available and disseminated on a routine basis.</p> <p>The state should include school-level data on the racial demographics of the educator workforce on its site and should make it easier to interpret. For an example, see Massachusetts' data dashboard.</p>

Rating Methodology:

- Publicly available school-level data about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of the teacher workforce
- Publicly available district-level information about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of teacher workforce
- State-level information or no publicly available data on the racial demographics of the educator workforce

Criteria	State Actions
<p>MEETS SOME OF THE REQUIREMENTS</p> <p>Share the racial makeup of candidates attending in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Pennsylvania passed regulation in April 2022 to require educator preparation programs to report annually on students admitted, retained, and graduated from their programs, including numbers from underrepresented groups such as students of color and students from low-income backgrounds. PDE did not have statutory or regulatory authority to collect this data previously.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available data on the racial makeup of candidates entering each in-state teacher preparation programs each year, located through a state report or program report cards on the state-led website Publicly available data on website through links to the federal Title II reports and/or state-level diversity of candidates enrolled in teacher preparation programs Racial makeup of candidates entering teacher preparation programs not publicly available at all 	

Criteria	State Actions
<p>SHOWS IMPROVEMENT</p> <p>Share the racial makeup of candidates completing in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Pennsylvania passed regulation in April 2022 to require educator preparation programs to report annually on students admitted, retained, and graduated from their programs, including numbers from underrepresented groups such as students of color and students from low-income backgrounds. PDE did not have statutory or regulatory authority to collect this data previously.</p> <p>Therefore, the state earned a yellow in this category. For an example of a state that earned green, see Tennessee's dashboard of the number of racially diverse candidate completers at each educator preparation program.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available data on the racial makeup of candidates completing in-state teacher preparation programs by program-level each year, located through a state report or program report cards on the state-led website Publicly available data on website with state-level diversity of candidates completing teacher preparation programs Racial makeup of program completers at in-state teacher preparation programs not publicly available 	

Criteria	State Actions
<div data-bbox="94 321 321 384" style="background-color: #c00000; color: white; padding: 2px; font-weight: bold;">MEETS ONE OR NO REQUIREMENTS</div> <p data-bbox="142 401 667 506">Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession</p>	<p data-bbox="764 176 1458 405">Pennsylvania does not have publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession. However, in June 2022, the Pennsylvania Department of Education will release its Educator Workforce Strategy, which includes provisions to make disaggregated data publicly available and disseminated on a routine basis.</p> <p data-bbox="764 455 1495 642">The state should include data on the retention rates of educators of color through a dashboard, on individual school reports cards, or through a state-developed report that analyzes the retention rates of educators of color. For an example, see Delaware's educator mobility data dashboard.</p>
<p data-bbox="110 674 354 709">Rating Methodology:</p> <ul data-bbox="115 726 1175 884" style="list-style-type: none"> <li data-bbox="115 726 1086 762">● Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level <li data-bbox="115 789 1175 825">● Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level <li data-bbox="115 852 735 888">● No data available on retention or turnover by race/ethnicity 	

MEETS SOME OF THE REQUIREMENTS



2: Set clear goals at the state and district level to increase student access to diverse educators

To create actionable goals to increase the racial diversity of the educator workforce, states must:

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Set a clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., within five years).</p>	<p>Pennsylvania publicly set goals through CCSSO's Diverse and Learner Ready Teachers Initiative.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Arkansas' goal to increase the number of minority teachers in public schools by 25% in 2025.</p>


Rating Methodology:

- Has clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., increasing percentage of teachers of color by 25% in five years)
- Has publicly stated a goal or desire to increase the diversity of the workforce, but the goal is not numeric, measurable, nor includes a goal that is limited in time
- Has no publicly stated goal for increasing teacher diversity

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Offer opportunities to local stakeholders to provide input on and support for the goals</p>	<p>Pennsylvania will release its Educator Workforce Strategy in summer 2022, which includes provisions for partners to publicly provide input into a broad range of activities, including the setting of goals.</p> <p>The state should make an intentional effort to engage local stakeholders to provide input and support on educator diversity goals, including through stakeholder forums, listening tours, and meetings with key education advocacy groups.</p>


Rating Methodology:

- Makes an intentional effort to engage local stakeholders to provide input and support on educator diversity goals including through stakeholder forums, listening tours, and meetings with key education advocacy groups
- Offers public comment on legislation or policy changes related to efforts to increase the racial diversity of the educator workforce
- Does not provide opportunities to local stakeholders to provide input and support for the goals

Criteria	State Actions
 <p>Provide funding and guidance for districts and/or educator preparation programs to set goals and invest in strategies to increase the racial diversity of their educator populations</p>	<p>Pennsylvania’s ARP ESSER State Plan encourages local education agencies (LEAs) to use their federal funds to advance strategies that prioritize the recruitment of teachers and educators of color; identify, coach, and mentor students of color to consider entering the teaching profession; expand LEA-provided employer benefits to include the development of loan-forgiveness programs for educators and provide financial incentives during recruitment, hiring, and promotion to educators to improve employment and retention; and create mentorship programs where seasoned educators mentor and support new educators.</p> <p>However, the state should pair guidance with state funding for districts and/or educator preparation programs to set goals, implement strategies, and develop plans to monitor progress. For an example, see New Jersey’s Diversifying the Teacher Pipeline Competitive Grant Program for educator preparation programs to expand and develop plans to recruit and prepare more educators of color to meet the needs of partnering with LEAs.</p>

Rating Methodology:

- Provided guidance and funding in the last five years for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce
- Provided guidance to districts and/or preparation programs in the last five years for setting goals and investing in strategies to increase the racial diversity of the workforce, but does not provide funding
- No guidance or funding for districts and/or preparation programs to set goals and invest in strategies to increase the racial diversity of the workforce

Criteria	State Actions
 <p>Develop a task force, advisory group, or role within the state education agency with access to leadership to examine, create, and monitor strategies to increase the racial diversity of the educator workforce</p>	<p>Pennsylvania has a state lead of the Diverse and Learner Ready Teachers Initiative to carry on the state’s goals to increase the racial diversity of the workforce.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Ohio’s Diversifying the Education Profession in Ohio Taskforce brief from fall 2018.</p>

Rating Methodology:

- Publicly shared information about a task force or advisory group that created a report or brief that includes data and recommendations to increase the racial diversity of the workforce at the state-level
- Publicly announced the formation of a group to examine or support educator diversity efforts at the state-level with no evidence of products that include data, recommendations, or state-level actions to address the racial diversity of the workforce
- No publicly announced group to examine educator diversity

3: Invest in educator preparation programs to increase enrollment and improve the preparation of teachers of color

States must invest in multiple inputs toward building an educator pipeline to increase the racial diversity of the workforce, starting with the preparation of educators of color. The state must create opportunities for educators of color to enroll and succeed in preparation programs and limit unnecessary barriers to the profession.

To support the preparation of teachers of color, the state must:

Criteria	State Actions
<p>Invest in scholarship and loan forgiveness programs to attract students of color into preparation programs and the teaching profession</p>	<p>Pennsylvania does not have scholarships and/or loan-forgiveness programs to attract students of color into teacher preparation programs.</p> <p>The state should invest in scholarships and/or loan forgiveness programs that target students of color. For an example, see Florida's Minority Teacher Education Scholars Program.</p>

Rating Methodology:

- Investment in scholarship and/or loan forgiveness programs with the focus of attracting candidates of color and diversifying the educator workforce
- Investment in scholarship and/or loan forgiveness programs that help attract all candidates to the profession but does not prioritize candidates of color
- No investment in scholarship and loan forgiveness programs to recruit future candidates

Criteria	State Actions
<p>Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</p>	<p>Pennsylvania does not have any program approval standards that compel programs to recruit and graduate candidates of color.</p> <p>The state should adopt a program approval standard that requires preparation programs to show evidence of plans and efforts to recruit and support a more racially diverse candidate pool in their programs. For an example, see Alabama's program approval standards.</p>

Rating Methodology:

- Program approval standard requires programs to report plans or efforts to recruit and/or support candidates of color
- Programs are required to share data on specific outcomes related to graduating and enrolling candidates of color but no requirement to share plans or efforts to intentionally recruit or graduate candidates of color
- No mention of recruiting or graduating candidates of color from preparation programs

Criteria	State Actions
<p data-bbox="99 275 321 338">SHOWS IMPROVEMENT</p> <p data-bbox="142 352 721 464">Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</p>	<p data-bbox="764 170 1419 239">Pennsylvania adopted alternatives to meeting the Basic Skills Assessment.</p> <p data-bbox="764 289 1456 359">During the COVID-19 pandemic, the Basic Skills Assessment was suspended via Act 136 of 2020.</p> <p data-bbox="764 409 1490 558">However, the state should take concrete actions to change licensure policies to increase diversity including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color.</p>

Rating Methodology:

- Took concrete actions to change licensure policies to increase diversity, including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color
- Stated the priority to interrogate licensure policies and took one or more the following actions: 1) Statutory mandates to report and continuously monitor trends on passage rates and how policies impact candidates of color; 2) Convened a set of practitioners to interrogate licensure policies for ethno-racial bias and issued recommendations for state action to remedy bias
- No efforts to interrogate licensure policies for racial bias or adopt licensure policies that increase diversity while maintaining quality and rigor

Criteria	State Actions
<p data-bbox="99 1220 321 1283">MEETS SOME OF THE REQUIREMENTS</p> <p data-bbox="142 1297 675 1402">Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</p>	<p data-bbox="764 1108 1455 1220">Pennsylvania funded Cheyney University and other programs that have a base of candidates of color to support the building of pipelines into the profession for candidates of color.</p> <p data-bbox="764 1270 1494 1499">However, the state should invest in more supports and incentives for programs that prepare a high number of teachers of color, including MSIs, to grow their efforts to recruit and graduate more teachers of color. For an example, see Virginia's increased investment in local historically Black colleges and universities (HBCUs) that prepare teachers of color to work in STEM fields.</p>

Rating Methodology:

- Investment in minority serving institutions or programs that recruit and support candidates of color through grants or other funding sources dedicated to replicating and expanding their success in attracting and preparing candidates of color and diversifying the educator workforce
- Guidance or recommendation to recruit from or develop partnerships with minority serving institutions
- No intentional investment in MSIs or programs that prepare a disproportionate number of candidates of color

MEETS ALL OR MOST OF THE REQUIREMENTS

4: Target resources to districts and schools to support efforts to intentionally recruit and hire a diverse teaching workforce

Many districts and schools across the country struggle to recruit and hire a more diverse teaching workforce using traditional methods. States play an important role in targeting resources toward these districts and schools to help develop initiatives that increase the racial diversity of the workforce.

Research-based strategies that states should take to target resources toward these districts and schools include:

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Providing funding, guidance, and public support for Grow Your Own (GYO) programs that attract candidates of color</p>	<p>Pennsylvania invested in the Aspiring to Educate program to provide multiple pathways to high school students, adults, paraprofessionals, and college students to become teachers and includes financial supports for the preparation of the aspiring teachers.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Texas' Grow Your Own grant program.</p>

Rating Methodology:

- Includes developing and expanding GYO programming as a priority through a change to state education agency or state-level legislation, funds GYO programming from the state level, and provides state-led guidance on developing GYO programming
- Positive policy conditions to encourage districts/preparation programs to develop GYO programming (e.g., providing scholarships or stipends to paraprofessionals to complete licensure requirements to become teachers); or provides guidance or encouragement through their SEA website to create GYO programs
- No state support for GYO programs

Criteria	State Actions
<p data-bbox="105 331 251 357">SHOWS IMPROVEMENT</p> <p data-bbox="142 394 701 495">Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</p>	<p data-bbox="764 170 1481 394">Pennsylvania passed regulations governing educator certification in April 2022, which enables the Pennsylvania Department of Education to develop culturally responsive and sustaining education competencies and require their inclusion in educator preparation programs, induction, and continuing professional development for current and future educators.</p> <p data-bbox="764 447 1500 558">Pennsylvania also has an Equity and Inclusion Toolkit for schools and provides targeted professional development for school administrators that promotes equity in leadership and the educator pipeline.</p> <p data-bbox="764 606 1312 636">Therefore, the state earned a green in this category.</p>

Rating Methodology:

- Provides professional develop and training on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce
- Provides resources for hiring managers at the state and district level to help increase the racial diversity of the workforce
- No evidence of investment in resources or trainings on cultural competence and/or anti-bias practices for hiring managers at the state level to increase the racial diversity of the workforce

Criteria	State Actions
<p data-bbox="105 1234 251 1260">MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p data-bbox="142 1297 695 1436">Investment in teacher academies and dual-enrollment programming to promote the teaching profession to a racially diverse group of students</p>	<p data-bbox="764 1113 1495 1262">Pennsylvania included a “Youth Pathway for Aspiring Educators” as part of its Aspiring to Educate program to give juniors in high schools a path into a partnering institution of higher education as part of a dual-enrollment program with upwards of 30 credits available.</p> <p data-bbox="764 1310 1458 1535">Therefore, the state earned a green in this category. For another example of a state that earned a green, see Oregon’s Minority Educator Pipeline Models Grant, which provides funds to school districts and postsecondary institutions to create collaborative processes, including a high school cadet program to recruit future educators who are culturally and linguistically diverse.</p>

Rating Methodology:

- Investment in teacher academies and dual-enrollment programming with the focus on attracting candidates of color and diversifying the educator workforce
- Investment in teacher academies and/or dual-enrollment programming that help all candidates to the profession but does not prioritize candidates of color
- No investment in teacher academies and dual-enrollment programming to recruit future candidates

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</p>	<p>Pennsylvania invested in the Aspiring to Educate program to provide multiple pathways to high school students, adults, paraprofessionals, and college students to become teachers which includes a \$500K investment in partnerships between districts and teacher preparation programs.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see New York's Teacher Diversity Pipeline Pilot program, which funds partnerships between districts, preparation programs, and other entities to assist teacher aides and teaching assistants in obtaining teacher certifications.</p>

Rating Methodology:

- Investment in partnerships between districts and teacher preparation programs, particularly minority-serving institutions, with the focus of attracting candidates of color and diversify the educator workforce
- Investment in partnerships between districts and teacher preparation programs that help attract all candidates to the profession but does not prioritize candidates of color
- No investment in partnerships between districts and teacher preparation programs to recruit future candidates

Criteria	State Actions
<p>MEETS SOME OF THE REQUIREMENTS</p> <p>Investing in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership</p>	<p>Pennsylvania requires preparation programs to share a synopsis of its efforts to recruit, hire, and retain a diverse faculty. Regulations require providers have a formal and active plan to diversify faculty.</p> <p>However, the state should invest in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership. For an example, see Massachusetts' investment in diversifying the superintendent pipeline.</p>

Rating Methodology:

- Investment in programming that increases the diversity in faculty in teacher preparation programs, district leadership, school leadership, or other areas that influence hiring and recruitment decisions
- Yellow: Commitment to the diversity of the educator workforce in areas that influence hiring and recruitment decisions including requiring programs and districts to report on efforts to increase the diversity of their workforces in these areas
- No evidence of programming or support in this space

MEETS SOME OF THE REQUIREMENTS

5: Invest in efforts to retain teachers of color including improving working conditions and providing opportunities for personal and professional growth for teachers of color


While many states have invested heavily in efforts to recruit teachers of color, these efforts are compromised when districts and schools have difficulty retaining teachers of color. States can improve retention of teachers of color by investing in programming that provides ongoing support and growth opportunities and improves poor working conditions that disproportionately affect teachers of color.

Strategies that states should take to retain teachers of color include:

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Investing in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</p>	<p>Pennsylvania uses Title II, Part A funds to expand residency programs through the Innovative Teacher and Principal Residency Programs Grant.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see California's investment in residency programs to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce.</p>


Rating Methodology:

- State investment in residency programming including financial investment in programs at the preparation level; investment in alternative certification programming to recruit and support teachers of color
- Flexible licensure requirements that provide the opportunity for alternative certification programs to recruit and prepare candidates of color or candidates from non-traditional pathways; guidance for running residency programs; and/or public support for residency programs locally
- No investment or policy support for residency programming or alternative certification programming

Criteria	State Actions
<p data-bbox="107 331 250 359">SHOWS IMPROVEMENT </p> <p data-bbox="142 394 711 573">Investing in opportunities for teachers of color to grow and develop in their abilities and their qualification for leadership roles, including targeted professional development, cohort models, and continuing education opportunities</p>	<p data-bbox="769 170 1490 436">Pennsylvania invests in the PAsmart STEM and Computer Science Education Grant Program, which provides state funding to school entities for professional development and to build and diversify the educator pipeline in these high-need areas. In June 2022, an additional \$1 million of state PAsmart funds went to supporting the next Aspiring to Educate pilot with a focus on diversifying the STEM teacher pipeline.</p> <p data-bbox="769 489 1495 716">However, the state does not provide professional learning opportunities for teachers of color to grow their leadership abilities, nor does it invest in pathways to leadership opportunities for teachers of color. For an example, see Massachusetts' investment in diversifying the superintendent pipeline.</p>


Rating Methodology:

- Professional development opportunities for teachers of color to grow leadership abilities and investing in pathways to leadership opportunities for teachers of color
- Teacher leadership opportunities and/or opportunities to develop leadership qualities for all teachers but none that target or prioritize teachers of color
- No targeted leadership development opportunities

Criteria	State Actions
<p data-bbox="107 1247 250 1274">MEETS ALL OR MOST OF THE REQUIREMENTS </p> <p data-bbox="142 1310 711 1413">Investing in induction and mentoring programs that provide support to teachers of color early in their careers</p>	<p data-bbox="769 1190 1490 1255">Pennsylvania provides a two-year induction and mentoring program for new teachers, effective April 2022.</p> <p data-bbox="769 1308 1490 1457">Therefore, the state earned a green in this category. For another example of a state that earned a green, see Minnesota's \$6 million investment in 2022 and 2023 for districts to develop mentorship programs that prioritize teachers of color.</p>

Rating Methodology:

- Professional development opportunities for teachers of color to grow leadership abilities and investing in pathways to leadership opportunities for teachers of color
- Teacher leadership opportunities and/or opportunities to develop leadership qualities for all teachers but none that target or prioritize teachers of color
- No targeted leadership development opportunities

Criteria	State Actions
<div data-bbox="99 239 321 296" style="background-color: #f4a460; padding: 2px;">SHOWS IMPROVEMENT </div> <p data-bbox="142 310 716 422">Investing in and providing guidance on cultural competence and anti-bias professional learning opportunities for school and district leaders</p>	<p data-bbox="769 170 1487 401">Pennsylvania passed regulations governing educator certification on April 2022, which enables the Pennsylvania Department of Education to develop culturally responsive and sustaining education competencies and require their inclusion in educator preparation programs, induction, and continuing professional development for current and future educators.</p> <p data-bbox="769 447 1330 478">Therefore, the state earned a yellow in this category.</p>
<p data-bbox="115 510 354 541">Rating Methodology:</p> <ul data-bbox="115 562 959 720" style="list-style-type: none"> <li data-bbox="115 562 862 594">● State-led professional learning sessions for district and school leaders <li data-bbox="115 625 959 657">● Guidance on ways to ensure cultural competence for district and school leaders <li data-bbox="115 688 688 720">● No evidence of programming or support in this space 	

6: Use federal COVID-related relief funds to invest in strategies to increase the racial diversity of the educator workforce

Through the American Rescue Plan (ARP), the federal government has invested \$190 billion to support state and local efforts to provide high-quality instruction during the COVID-19 pandemic. Some of this money can — and should — be utilized to fund efforts to increase the racial diversity of the educator workforce through short- and long-term solutions. Each state submitted an ARP plan to invest funding to address several issues, including building strong and diverse workforces, and many states have used ESSER funds and other federal sources to invest in strategies to increase the diversity of the workforce. The information below represents the state’s effort to invest in teacher diversity strategies since March 2021:

State Actions	Investments to Date
<p>State ARP Plan: In the Pennsylvania state ARP plan, the SEA wrote that it encourages LEAs to use their federal funds to advance strategies that prioritize the recruitment of teachers and educators of color; identify, coach, and mentor students of color to consider entering the teaching profession; expand LEA-provided employer benefits to include the development of loan-forgiveness programs for educators and provide financial incentives during recruitment, hiring, and promotion to educators to improve employment and retention; and create mentorship programs where seasoned educators mentor and support new educators.</p>	<p>No other investments to note or the state education agency did not respond to questions about investments.</p>
<p>Other Federal Investments to Note:</p>	

TAPPING INTO THE **AFTER-SCHOOL PIPELINE**

One underutilized strategy for increasing the racial diversity of the teacher workforce is to recruit and prepare those who have experience working in after-school or out-of-school time (OST) programs to enter the teaching profession. State policymakers can adopt policies to build this potentially high-leverage pipeline of teachers of color into the profession. To do so effectively, they must not only increase targeted recruitment of after-school/OST staff but also structure programming to draw upon this group's experiences while they're enrolled in preparation programs.

Here are three ways to build an after-school pipeline:

1. Allocate resources to establish and strengthen recruitment relationships between nontraditional teacher preparation programs and after-school/OST service providers.

• **State Actions:**

MEETS ALL OR MOST OF THE REQUIREMENTS

Provide funding, guidance, and support for Grow Your Own (GYO) programs, which traditionally attract candidates of color

- Pennsylvania invested in the [Aspiring to Educate](#) program to provide multiple pathways to high school students, adults, paraprofessionals, and college students to become teachers and includes financial supports for the preparation of the aspiring teachers

MEETS ALL OR MOST OF THE REQUIREMENTS

Investment in partnerships between districts and teacher preparation programs, particularly minority serving institutions, to ensure targeted hiring

- Pennsylvania invested in the [Aspiring to Educate](#) program to provide multiple pathways to high school students, adults, paraprofessionals, and college students to become teachers which includes a \$500K investment in partnerships between districts and teacher preparation programs

2. Increase investments in scholarships, loan forgiveness opportunities, and tuition reimbursements for teacher candidates with after-school/OST experience, with a particular focus on candidates of color and participants in GYO programs.

• **State Actions:**

MEETS ONE OR NO REQUIREMENTS

Investment in scholarship and loan forgiveness programs to attract students of color into teacher preparation programs

- Pennsylvania does not invest in scholarships and/or loan forgiveness programs to attract students of color into teacher preparation programs.

3. Adopt statewide guidelines and invest in supports for nontraditional teacher preparation pathways that include teacher licensure test preparation, and at least one year of mentor teacher support and coaching before participants enter the classroom as teachers of record

• **State Actions:**

MEETS ONE OR NO REQUIREMENTS

Adopted rigorous program approval standards for teacher preparation programs to recruit and graduate candidates

- Pennsylvania does not have any program approval standards that compel programs to recruit and graduate candidates of color.