



**THE STATE OF
RACIAL DIVERSITY
IN THE EDUCATOR
WORKFORCE**

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THE STATE OF RACIAL DIVERSITY IN THE EDUCATOR WORKFORCE

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July 2016

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CONTENTS

- List of Figures** iv
- Introduction** 1
- Summary of Findings** 3
- Racial Diversity of Students and Educators** 5
 - Racial Diversity of Students 5
 - Racial Diversity of Teachers 6
 - Racial Diversity of Principals 7
- Educator Pipeline** 9
 - Postsecondary Enrollment 10
 - Teacher Preparation Programs 13
 - Enrollment at Historically Black Colleges and Universities (HBCUs) 16
 - Alternative-Route Teacher Preparation Program Students 17
 - Postsecondary Completion 18
 - Entering the Teacher Workforce 22
 - Bachelor’s Degree Graduates 22
 - New Teachers 25
 - Teacher Workforce 27
 - Teacher Retention 29
- Conclusion** 31
- Endnotes** 33

FIGURES

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, fall 2012, and fall 2024	5
Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: Selected years, 1987–88 through 2011–12	6
Figure 3. Percentage distribution of public school principals, by race/ethnicity: Selected years 2003–04, 2007–08, and 2011–12.	8
Figure 4. Key points along the educator pipeline	9
Figure 5. Percentage of enrollment for high school graduates and bachelor’s degree students, by race/ethnicity: 2011–12.	10
Figure 6. Percentage distribution for bachelor’s degree students, by major and race/ethnicity: 1999–2000 and 2011–12.	11
Figure 7. Percentage distribution of master’s degree students, by field of study and race/ethnicity: 1999–2000 and 2011–12.	12
Figure 8. Percentage of bachelor’s degree students majoring in education, by race/ethnicity: 2011–12	12
Figure 9. Percentage of master’s degree students enrolled in an education-related field of study, by race/ethnicity: 2011–12.	13
Figure 10. Black enrollment in teacher preparation programs, by state where program is located: 2013–14.	14
Figure 11. Hispanic enrollment in teacher preparation programs, by state where program is located: 2013–14.	14
Figure 12. Percentage distribution of all enrollees in IHEs with teacher preparation programs versus the distribution of enrollees at those IHEs who are in a teacher preparation program, by race/ethnicity: 2012–13	15
Figure 13. Share of teacher preparation program enrollment in HBCUs: 2012–13.	17
Figure 14. Percentage distribution for types of teacher preparation programs, by race/ethnicity: 2012–13	18
Figure 15. Cumulative persistence and attainment by 2008–09 for bachelor’s degree students who began postsecondary education in 2003–04, by major and race/ethnicity	19

Figure 16. Share of awards conferred for education majors and all majors, by institution type: 2012-13	20
Figure 17. Share of education major awards conferred, by MSI/HBCU status: 2012-13	21
Figure 18. Percentage of education degrees awarded to white students compared to percentage of non-education degrees awarded to white students, by institution type: 2012-13	22
Figure 19. Percentage distribution of 2007-08 bachelor's degree recipients who reported applying for k-12 teaching position as of 2012, by race/ethnicity.	23
Figure 20. Percentage of 2007-08 bachelor's degree recipients who reported applying for a k-12 teaching position as of 2012, by race/ethnicity	24
Figure 21. Percentage distribution of 2007-08 bachelor's degree recipients for all majors, for those who majored in education, and for those who worked as a k-12 teacher, by race/ethnicity: 2012	25
Figure 22. Percentage distribution of public school teachers for all teachers and teachers with three or fewer years of experience, by race/ethnicity: 2012	26
Figure 23. Percentage distribution of classroom teachers in geographic categories of districts, by race/ethnicity: 2014	27
Figure 24. Percentage distribution of new classroom teachers in geographic categories of districts, by race/ethnicity: 2014	28
Figure 25. Percentage distribution of principals in geographic categories of districts, by race/ethnicity: 2014	28
Figure 26. Percentage distribution of new principals, by race and social conditions of districts: 2014	29
Figure 27. Percentage of public school teachers who remained in the same school, by race/ethnicity: School years 2011-12 to 2012-13	30

INTRODUCTION

“Without question, when the majority of students in public schools are students of color and only 18 percent of our teachers are teachers of color, we have an urgent need to act. We’ve got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully?”

Education Secretary John B. King, Jr.,
Speaking at Howard University, March 8, 2016.

The U.S. Department of Education is dedicated to increasing the diversity of our educator workforce, recognizing that teachers and leaders of color will play a critical role in ensuring equity in our education system. The release of this data is consistent with the Department’s mission and values, and is intended to provide a basis for discussion, strategy development, and further research.

Diversity is inherently valuable. We are stronger as a nation when people of varied backgrounds, experiences, and perspectives work and learn together; diversity and inclusion breed innovation. Groups of more diverse problem solvers have been found to outperform groups of less diverse problem solvers,¹ and companies with more diversity in their leadership also tend to be top financial performers.²

Research shows that diversity in schools, including racial diversity among teachers, can provide significant benefits to students. While students of color are expected to make up 56 percent of the student population by 2024, the elementary and secondary educator workforce is still overwhelmingly white.³ In fact, the most recent U.S. Department of Education Schools and Staffing Survey (SASS), a nationally representative survey of teachers and principals, showed that 82 percent of public school teachers identified as white. This figure has hardly changed in more than 15 years; data from a similar survey conducted by the Department in 2000 found that 84 percent of teachers identified as white.⁴

Improving teacher diversity can help all students. Teachers of color⁵ are positive role models for all students in breaking down negative stereotypes and preparing students to live and work in a multiracial society. A more diverse teacher workforce can also supplement training in the culturally sensitive teaching practices most effective with today’s student populations.

In addition to providing social advantages for all students, the racial diversity of the teaching workforce can help to close the achievement gap,⁶ emerging research⁷ suggests. Both quantitative and qualitative studies find that teachers of color can improve the school experiences of all students; further, teachers of color⁸ contribute to improved academic outcomes while serving as strong role models for students.⁹

One report suggests that, compared with their peers, teachers of color are more likely to (1) have higher expectations of students of color (as measured by higher numbers of referrals to gifted programs);¹⁰ (2) confront issues of racism; (3) serve as advocates and cultural brokers; and (4) develop more trusting relationships with students, particularly those with whom they share a cultural background.¹¹

A recent report shows that, despite the critical role that teachers of color can play in helping students of color succeed, every state has a higher percentage of students of color than teachers of color.¹²

The teaching force has become slightly more diverse in recent years. But recent data from the National Center for Education Statistics (NCES) estimates that the elementary and secondary student population will continue to become less white and more diverse.¹³ Unless current trends change, moving forward the disparity between the racial makeup of students and teachers may increase further, fueling the need for substantially more progress in increasing teacher diversity.

The purpose of this report is to provide a current snapshot of the racial diversity of educators in our nation's elementary and secondary public schools. While not comprehensive, the report reviews trends in the diversity of students, teachers, and education leaders; it examines the teacher pipeline from enrollment in postsecondary education, hiring, and teacher retention. This examination spotlights Historically Black Colleges and Universities (HBCUs), as well as participation in alternative certification programs. The report also includes statistics on postsecondary completion, placement, and retention of new teachers of color in the workforce.

While the focus of this report is on racial diversity, the Department acknowledges that other forms of diversity such as socioeconomic background, gender, sexual orientation, disability status, religion, and multilingualism are also important and should be examined. For example, when considering gender in addition to race, we know that black males make up only 2 percent of the teaching workforce nationwide. Addressing each of the above-listed disparities will require interventions at all steps of the preparation, hiring, and retention processes. In addition, while program quality is not within the scope of this report, diversifying the teaching workforce should be pursued in conjunction with improving the overall effectiveness of teachers and maintaining high-quality teacher preparation programs.

Finally, the report provides examples of places that are working to address the diversity issue in a variety of ways; other communities may find these efforts instructive.¹⁴

SUMMARY OF FINDINGS

Elementary and secondary school educators in the United States are relatively homogenous racially.

- The elementary and secondary educator workforce is overwhelmingly homogenous (82 percent white in public schools).¹⁵
- Over time, educator diversity has increased. In the 1987–88 school year, 13 percent of public school teachers were teachers of color compared to 18 percent in the 2011–12 school year.¹⁶
 - * While the proportion of all teachers of color has increased over time, this trend is not the result of increases in the proportion of teachers in all non-white racial and ethnic categories. For example, the proportion of teachers who were black decreased slightly over this time period.¹⁷
- Education leaders are also predominantly white. In the 2011–12 school year, only 20 percent of public school principals were individuals of color.¹⁸

Diversity decreases at multiple points across the teacher pipeline in which teachers progress through postsecondary education, teacher preparation programs, and retention.¹⁹

- Bachelor's degree students are less diverse than high school graduates. In 2011–12, while 38 percent of bachelor's degree students were students of color,²⁰ 43 percent of public high school graduates were students of color.²¹
- A large majority of education majors and, more specifically, students enrolled in teacher preparation programs, are white. In the 2012–13 school year, 25 percent of individuals enrolled in a teacher preparation program based in an institution of higher education (IHE) were individuals of color. In comparison, 37 percent of all individuals (regardless of major) in those same institutions were individuals of color.²²
- Like completion rates in other fields of study, bachelor's degree completion rates for students who major in education are lower for black and Hispanic students than for white students. Seventy-three percent of bachelor's degree students majoring in education completed a bachelor's degree six years after beginning postsecondary education. Forty-two percent of black bachelor's degree students majoring in education completed a bachelor's degree six years after beginning postsecondary education. Forty-nine percent of Hispanic bachelor's degree students majoring in

education completed a bachelor's degree six years after beginning postsecondary education.²³

- Teacher retention rates are higher among white teachers than for black and Hispanic teachers.²⁴

HBCUs and alternative routes to teacher certification tend to enroll a more racially diverse population of teacher candidates.

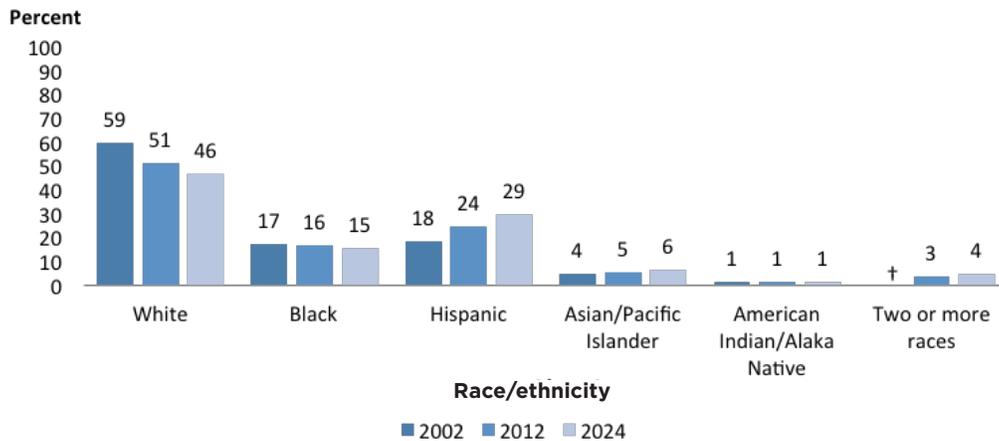
- Two percent of individuals who are preparing to be teachers are enrolled at HBCUs, but 16 percent of all black teacher candidates attend HBCUs.²⁵
- Alternative routes to teacher certification tend to enroll more racially diverse populations of candidates than traditional teacher preparation programs. Forty-two percent of teacher candidates enrolled in an alternative teacher preparation program not based in an IHE were individuals of color. Thirty-five percent of teacher candidates enrolled in an alternative teacher preparation program based in an IHE were individuals of color. Fewer teacher candidates enrolled in a traditional teacher preparation program (26 percent) were individuals of color.²⁶

RACIAL DIVERSITY OF STUDENTS AND EDUCATORS

Racial Diversity of Students

The public school student population is projected to increase in diversity. The National Center for Education Statistics (NCES) predicts that white students will represent 46 percent of public school students in 2024, a drop from 51 percent of the student population in 2012. During the same 12-year timeframe, the proportion of Hispanic and Asian/Pacific Islander students is projected to increase. Hispanic public school students are projected to represent 29 percent of total enrollment in 2024 (compared to 24 percent in 2012) and Asian/Pacific Islander students are projected to represent 6 percent of total enrollment in 2024 (compared to 5 percent in 2012). Black students are projected to be 15 percent of all public school students in 2024, which is a slight decrease from 16 percent in 2012.²⁷

Figure 1. Percentage distribution of students enrolled in public elementary and secondary schools, by race/ethnicity: Fall 2002, 2012, and 2024



† Not applicable.

NOTE: Prior to 2008, separate data on students of two or more races were not collected. Detail may not sum to totals because of rounding. Data for 2024 are projected.

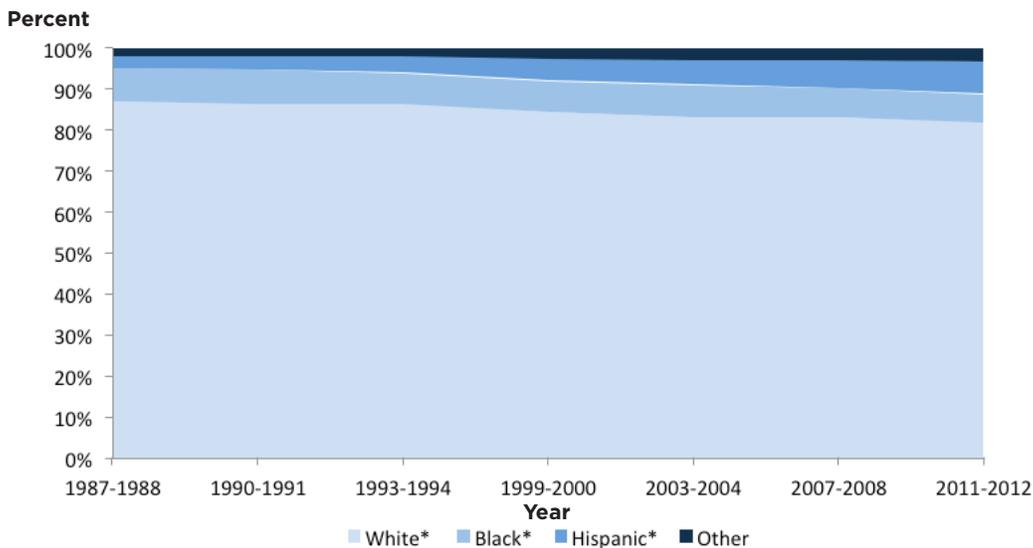
SOURCES: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary and Secondary Education,” 2002–03 and 2012–13; and National Elementary and Secondary Enrollment Projection Model, 1972 through 2024. See Digest of Education Statistics 2014, Table 203.50. available at http://nces.ed.gov/programs/coe/indicator_cge.asp

Racial Diversity of Teachers

The elementary and secondary school teacher workforce in the United States is not as racially diverse as the population at large or the students. In the 2011–12 school year, 82 percent of public school teachers were white. In comparison, 51 percent of all 2012 elementary and secondary public students were white.²⁸ In contrast, 16 percent of students were black,²⁹ and 7 percent of public teachers were black. Likewise, while 24 percent of students were Hispanic,³⁰ 8 percent of teachers were Hispanic. In the 2011–12 school year, the racial demographics of elementary school teachers were similar to those of secondary school teachers.³¹ In addition, k–12 educators were less likely to be black or Hispanic than early learning educators (particularly those teaching in Head Start or teaching without a bachelor’s degree).³²

Figure 2 shows that the population of public school teachers has gradually become more diverse over time. In the 1987–88 school year, 87 percent of public school teachers were white compared to 82 percent in the 2011–12 school year. Over the same time period, the proportion of black public school teachers fell from 8 percent to 7 percent, and the proportion of Hispanic public school teachers grew from 3 percent to 8 percent. The proportion of teachers who were Asian increased from 1 percent to 2 percent. The proportion of teachers who were American Indian or Alaska Native dropped from roughly 1 percent to half a percent.

Figure 2. Percentage distribution of teachers in public elementary and secondary schools, by race/ethnicity: Selected years, 1987–88 through 2011–12



*Data for years 1987–88 through 1999–2000 are only roughly comparable to data for later years, because the new category of two or more races was introduced in 2003–04.

NOTE: Excludes prekindergarten teachers. Data are based on a head count of full-time and part-time teachers rather than on the number of full-time-equivalent teachers reported in other tables. The detail may not sum to totals because of rounding, missing data, and cell suppression. Race categories exclude persons of Hispanic ethnicity. The Other category represents the sum of Asian, Pacific Islander, American Indian or Alaska Native, and Two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), “Public School Teacher Data File,” 1987–88 through 2011–12. See *Digest of Education Statistics 2013*, Table 209.10, Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987–88 through 2011–12, available at https://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp

Compared to all teachers, black and Hispanic teachers are employed in different kinds of schools as measured by the socio-economic and racial composition of students. High-poverty elementary and secondary schools employed a greater percentage of black and Hispanic teachers and a smaller percentage of white teachers than did low-poverty schools, according to a 2007–08 NCES analysis. Among teachers working in high-poverty elementary and secondary schools, 63 percent were white, 16 percent were black, and 17 percent were Hispanic, according to the data. In comparison, among teachers working in low-poverty schools, 92 percent were white, 3 percent were Hispanic, and 3 percent were black.³³ Teachers of color are also overwhelmingly employed in public schools serving student populations with relatively high proportions of students of color and public schools in urban communities.³⁴

SPOTLIGHT: BOSTON PUBLIC SCHOOLS

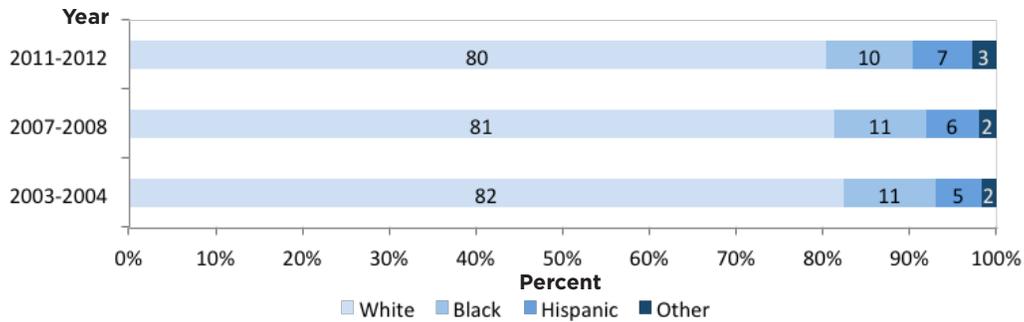
Thirty-seven percent of BPS teachers are teachers of color, and 25 percent of the new teachers hired in the 2015–16 school year were black. The Office of Human Capital developed a strategic plan focused on three distinct areas: workforce diversity, workforce inclusion, and sustainability. Programs they run include the following:

One specific program that has been highly effective to increase the diversity of their teacher workforce is called the Boston Public School High School to Teacher Program. This program identifies city students in high school who would make great teachers. The program then provides the students with mentors, gives them college prep courses, half their tuition and, if they are successful, teaching jobs. Eighty-seven percent of the participants are black or Latino.

Racial Diversity of Principals

For the most part, principals are also a racially homogenous group. In the 2011–12 school year, a majority of public school principals were white (80 percent), while 10 percent were black and 7 percent were Hispanic. In the 2003–04 school year, the proportion of public school principals who were white was 82 percent, and 11 percent were black and 5 percent were Hispanic.

Figure 3. Percentage distribution of public school principals, by race/ethnicity: Selected years 2003–04, 2007–08, and 2011–12



NOTE: The 2007–08 data for the Other category include estimates in which the coefficient of variation (CV) is between 30 and 50 percent of estimates.

The Other category represents the sum of Asian, Pacific Islander, American Indian or Alaska Native, and Two or more races.

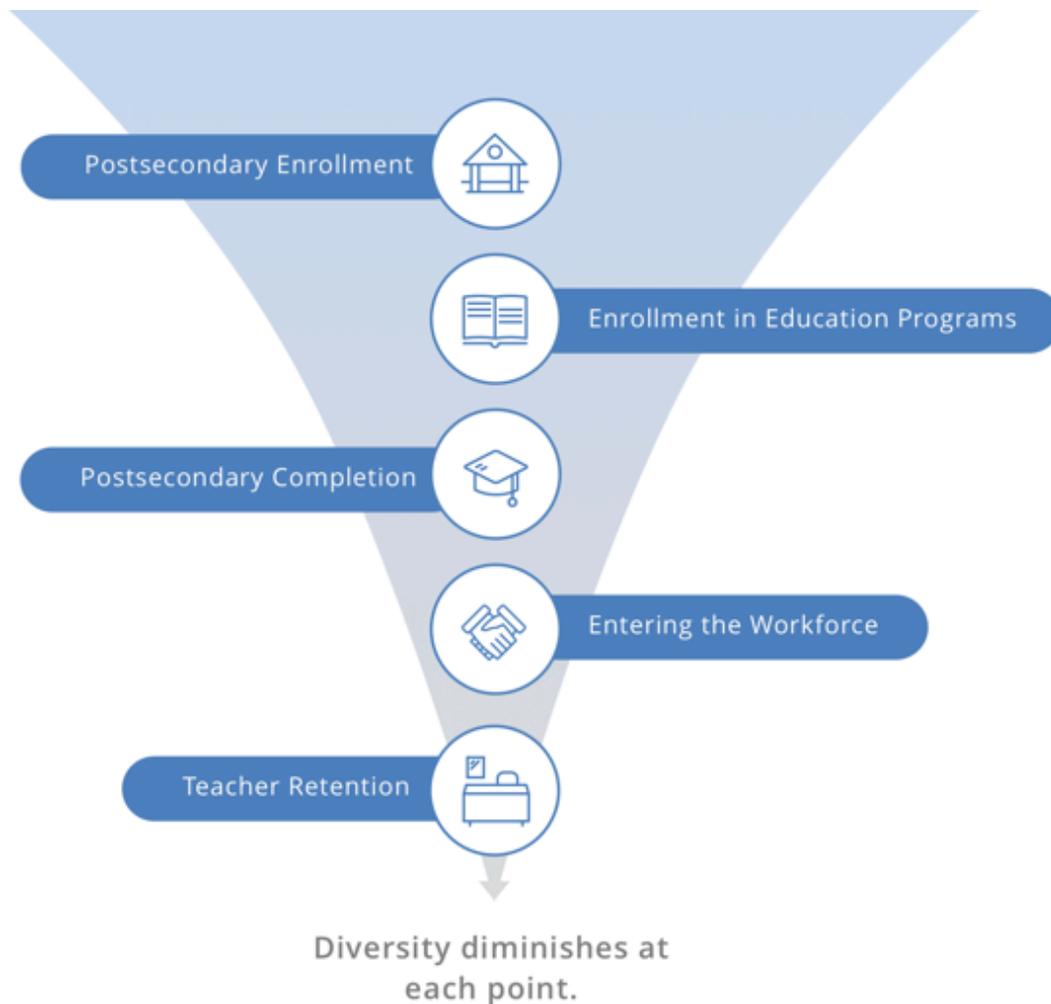
SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2014, Table 212.08, Number and percentage distribution of principals in public and private elementary and secondary schools, by selected characteristics: Selected years, 1993–94 through 2011–12; available at https://nces.ed.gov/programs/digest/d14/tables/dt14_212.08.asp.

The percentage of new white principals³⁵ (77 percent) in public schools was lower than the percentage of experienced white principals (84 percent) in public schools in the 2011–12 school year. The percentages of new black and Hispanic principals were higher than the percentages of experienced black and Hispanic principals in public schools. For example, black principals comprised 11 percent of all new public school principals, compared with 8 percent of all experienced principals in public schools. New Hispanic public school principals accounted for approximately 8 percent of all new principals in 2011–12, compared with approximately 5 percent of all experienced Hispanic principals in public schools.³⁶

EDUCATOR PIPELINE

The educator pipeline provides the supply of teachers and educators for the elementary and secondary school workforce. For teachers produced by traditional teacher undergraduate preparation programs, points along this pipeline include postsecondary enrollment, enrollment in teacher preparation programs, postsecondary completion, entrance to the elementary and secondary workforce (after receiving teacher certification or licensing), and teacher retention.³⁷ The proportion of teacher candidates of color decreases at multiple points along the teacher pipeline.

Figure 4. Key points along the educator pipeline



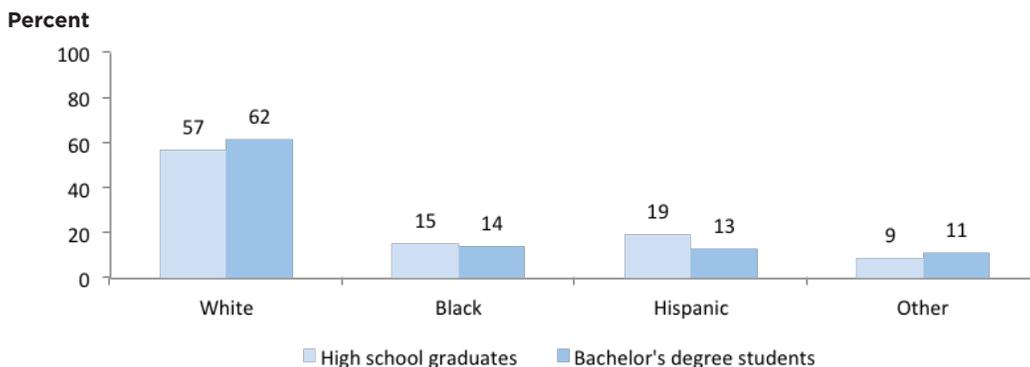
Postsecondary Enrollment

With few exceptions, postsecondary education is the pathway by which new teachers enter the educator workforce.³⁸ Even for postsecondary students who may not choose to major in education, having some degree of postsecondary education can serve as a gateway into later opportunities to become educators through continuing education and/or alternative pathways into teaching, since all states require at least a bachelor's degree to become certified to teach.

In examining the diversity in the racial composition of bachelor's degree students, the first point examined of this pipeline, data show that the racial composition of bachelor's students is less diverse than that of students who graduate from a public high school.

Figure 5 shows the racial composition of high school graduates and bachelor's degree students (including transfer students). In 2011–12, while only 57 percent of students graduating high school were white, 62 percent of students enrolled in a bachelor's degree program were white. The proportions of blacks were similar in the populations of high school graduates and bachelor's degree students. Thirteen percent of bachelor's degree students were Hispanic and 19 percent of high school graduates were Hispanic. Efforts to create an educator workforce that is racially diverse is hampered by this initial decline in diversity.

Figure 5. Percentage of enrollment for high school graduates and bachelor's degree students, by race/ethnicity: 2011–12



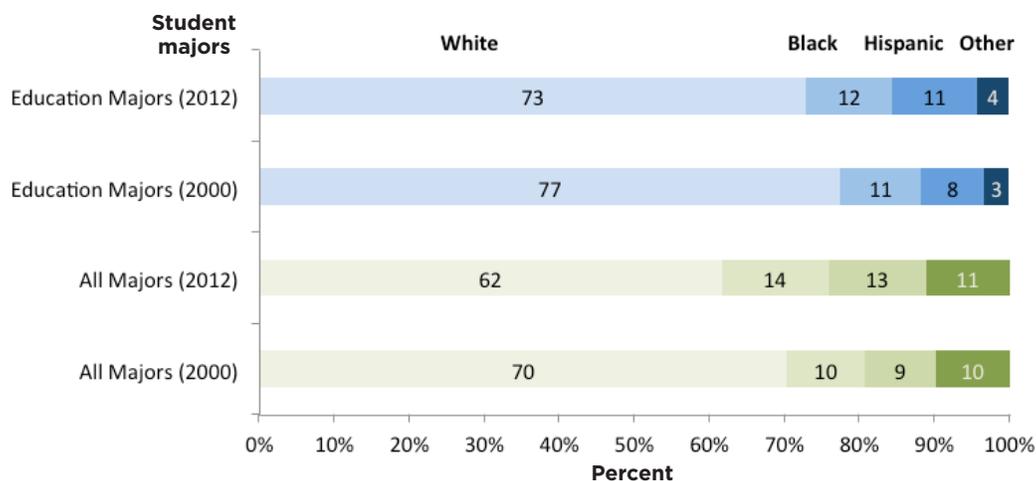
NOTES: The Other category for high school graduates combines Asian/Pacific Islander (6 percent), American Indian/Alaska Native (1 percent), and Two or more races (2 percent). The Other category for bachelor's degree combines Asian (7 percent), American Indian or Alaska Native (1 percent), Native Hawaiian/other Pacific Islander (rounds to 0 percent), and More than one race (3 percent).

SOURCES: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12) and Digest of Education Statistics, 2013: Table 219.30, Public high school graduates, by race/ethnicity: 1998–99 through 2023–24. Available at https://nces.ed.gov/programs/digest/d13/tables/dt13_219.30.asp

Though data in Figure 6 focus on education majors, it is important to note that not all students who major in education will become teachers.

While most degrees awarded to education majors are directly related to elementary and secondary school teaching, education majors specialize in a broad set of areas. Some education majors are enrolled in programs that focus on the theory and practice of learning and teaching and related research. Some are enrolled in programs that focus on school-based administrative and support services. The racial composition of bachelor's degree students who pursue education-related majors is less diverse than that of similar students who major in several other fields of study. While 62 percent of all bachelor's degree students in 2012 were white, 73 percent of students majoring in education were white. However, the racial composition of the population of students enrolled in bachelor's degree programs is becoming more diverse over time. In addition, the racial composition of bachelor's degree students who major and complete education bachelor's degrees is also becoming more diverse over time.

Figure 6. Percentage distribution for bachelor's degree students, by major and race/ethnicity: 1999 - 2000 and 2011 - 12



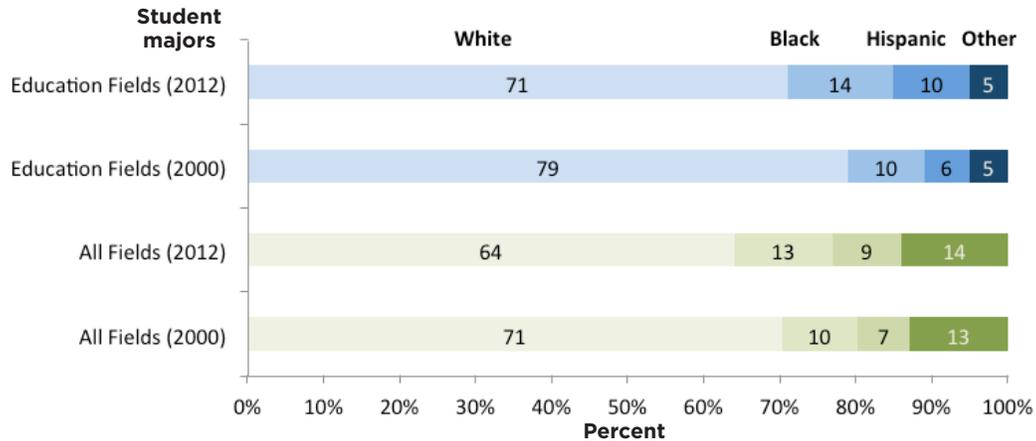
NOTE: The Other category for bachelor's degree combines Asian, American Indian or Alaska Native, Native Hawaiian/other Pacific Islander, and More than one race

SOURCES: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study (NPSAS:00 and NPSAS:12).

Similarly, the racial composition of the population of master's degree students who major in education has historically been less diverse than master's degree students who major in several other fields of study. While 64 percent of all master's degree students in 2012 were white, 71 percent of those students majoring in education were white. However, Figure 7 shows that the racial composition of the population of students enrolled in bachelor's and master's degree programs is becoming more diverse over time. In addition, the racial composition of the population of

bachelor's degree and master's degree students who major in education is also becoming more diverse over time.

Figure 7. Percentage distribution of master's degree students, by field of study and race/ethnicity: 1999–2000 and 2011–12

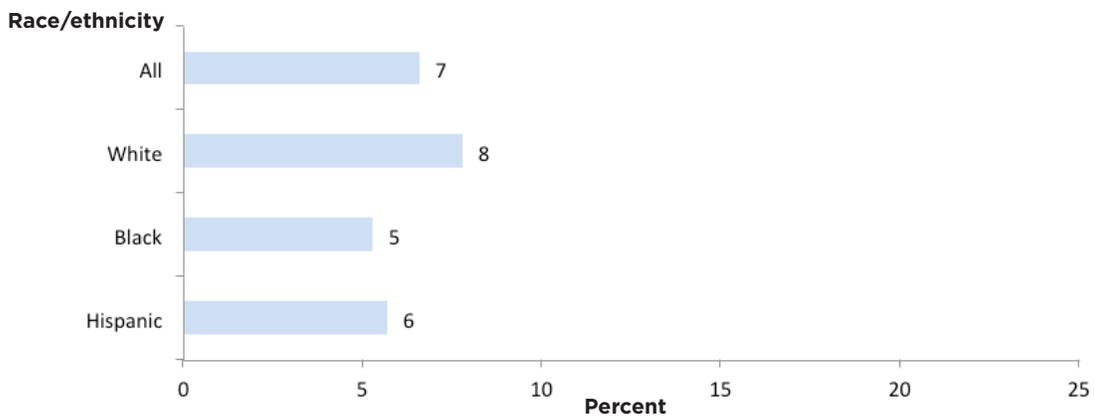


NOTE: The Other category for bachelor's degree combines Asian, American Indian or Alaska Native, Native Hawaiian/other Pacific Islander, and More than one race.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study: (NPSAS:00 and NPSAS:12).

In examining within-race disaggregation of education majors, among white bachelor's degree students, 8 percent majored in education. Among black bachelor's degree students, 5 percent majored in education; among Hispanic bachelor's degree students, 6 percent did so.

Figure 8. Percentage of bachelor's degree students majoring in education, by race/ethnicity: 2011–12

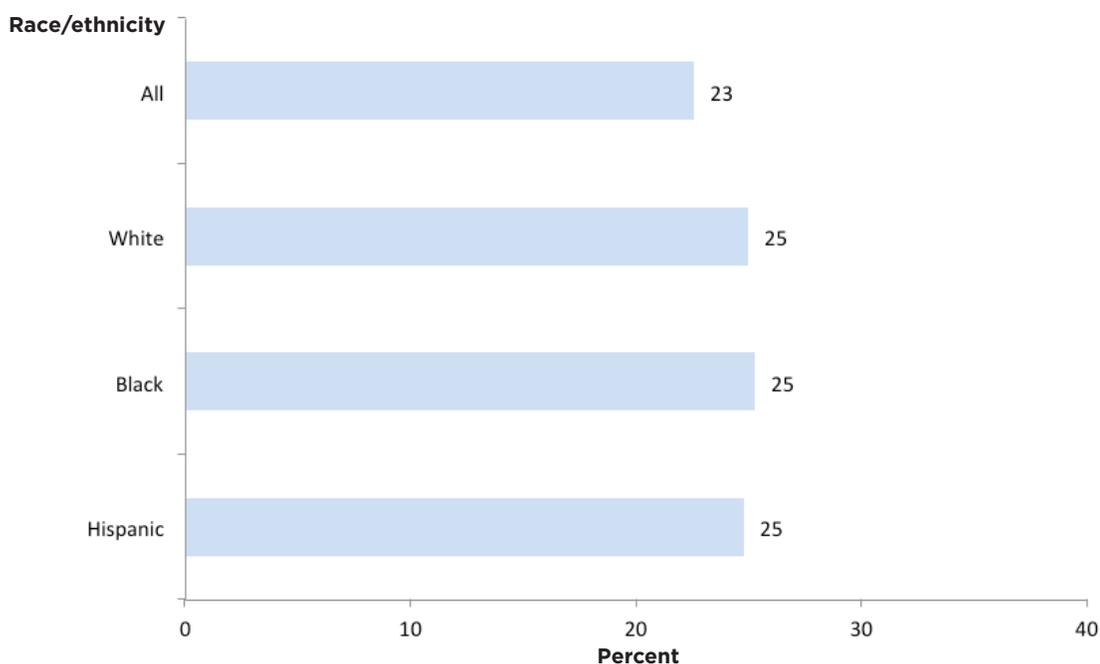


NOTE: The figure excludes Asian (2 percent), American Indian or Alaska Native (5 percent), and More than one race (4 percent). The standard error for Native Hawaiian/other Pacific Islander estimate represents more than 50 percent of the estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

In examining within-race disaggregation of education majors among master's students, roughly a quarter of students in each category of white, black, and Hispanic are enrolled as education majors.

Figure 9. Percentage of master’s degree students enrolled in an education-related field of study, by race/ethnicity: 2011–12



NOTE: The figure excludes Asian (5 percent), values for More than one race, American Indian or Alaska Native, and Native Hawaiian/other Pacific Islander, which either did not meet reporting standards or had standard errors representing more than 30 percent of estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2011–12 National Postsecondary Student Aid Study (NPSAS:12).

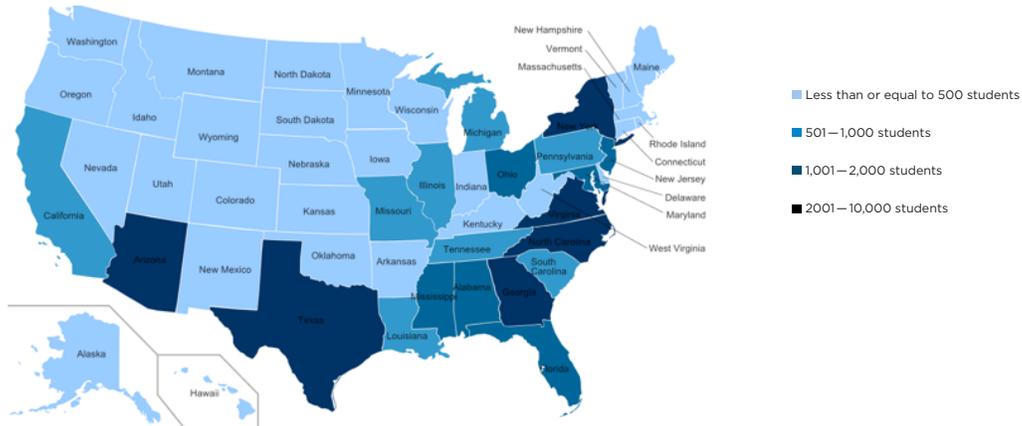
Teacher Preparation Programs

The U.S. Department of Education’s existing definitions for the *Higher Education Act (HEA) Title II* reporting system define a teacher preparation program as a state-approved course of study, the completion of which signifies that an enrollee has met all the state’s educational requirements, or training requirements (or both) for an initial credential to teach in the state’s elementary, middle, or secondary schools. A teacher preparation program may either be a traditional program or an alternative route to certification program, and may be offered within or outside an IHE. Alternative-route teacher preparation programs primarily serve candidates who states permit to be the teachers of record in a classroom while participating in the program. These programs may be within an IHE (referred to as an “alternative, IHE-based” provider) or outside an IHE (referred to as an “alternative, not IHE-based” provider).

According to report cards that states have provided under the *HEA Title II* reporting system, black enrollees were concentrated in programs located in the Southeast, mid-Atlantic, and Arizona (i.e., due largely to online enrollment in the University of Phoenix, though these students could

reside anywhere), while Hispanic enrollees were concentrated in the Southwest, Florida, and New York City area.³⁹ While teacher preparation programs in some regions enroll more numbers of black and Hispanic teacher candidates, candidates who end up teaching in an elementary and secondary school do not necessarily teach in the region the program is located in.

Figure 10. Black enrollment in teacher preparation programs, by state where program is located: 2013-14



SOURCE: Based on data from U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system.

Figure 11. Hispanic enrollment in teacher preparation programs, by state where program is located: 2013-14

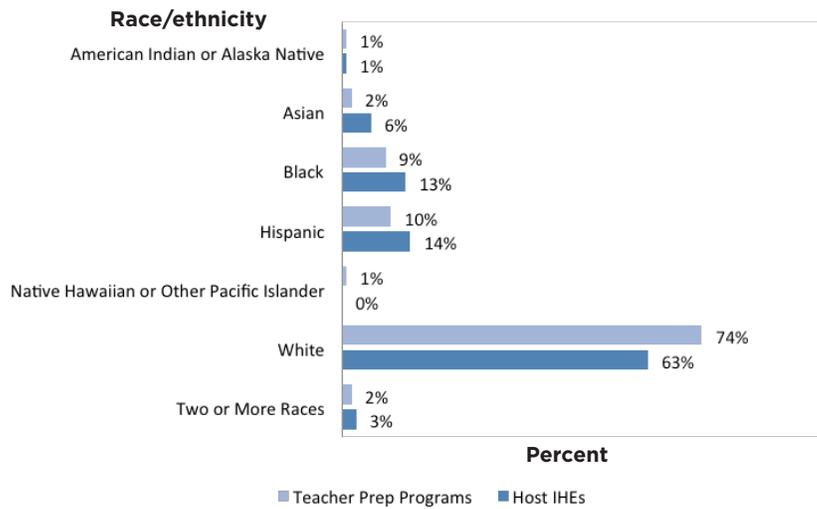


SOURCE: Based on data from U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system.

For IHEs with teacher preparation programs, in 2012-13, the overall student population was more diverse than the subset of students enrolled in the teacher preparation programs. In 2012-13, the overall

student population in IHEs with the teacher preparation program was 63 percent white, 13 percent black, 14 percent Hispanic, 6 percent Asian, and 1 percent American Indian or Alaska Native. In comparison, the subset of students in IHEs enrolled in a teacher preparation program was 74 percent white, 9 percent black, 10 percent Hispanic, 2 percent Asian, and 1 percent American Indian or Alaska Native.

Figure 12. Percentage distribution of all enrollees in IHEs with teacher preparation programs versus the distribution of enrollees at those IHEs who are in a teacher preparation program, by race/ethnicity: 2012-13



NOTE: Host IHEs are the IHEs at which the teacher preparation programs are based. This figure includes data for the 1,851 IHE-based teacher preparation programs that had data available for this figure. The percentages may not sum to 100 percent due to rounding.

SOURCES: U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system. U.S. Department of Education, National Center for Education Statistics. (2015). Integrated Postsecondary Education Data System (IPEDS).

SPOTLIGHT: CALL ME MISTER

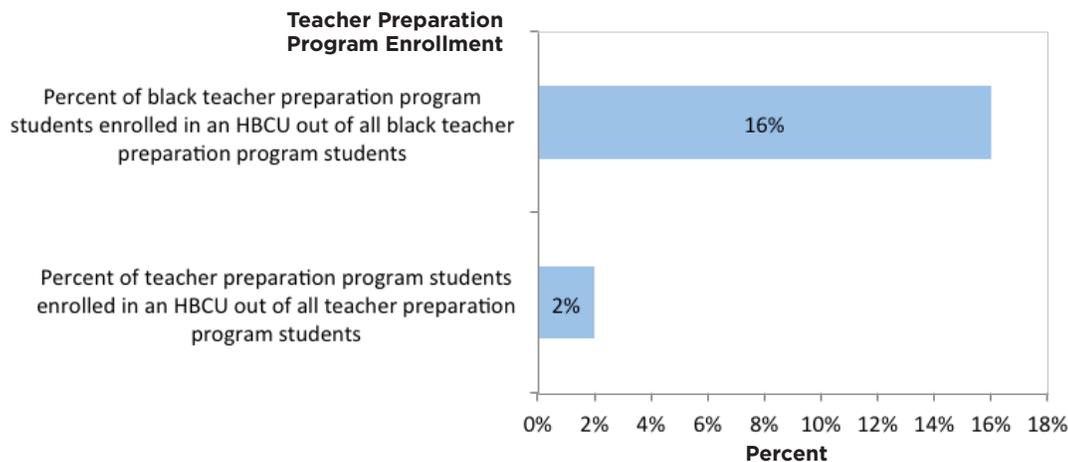
Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is an initiative launched in South Carolina in 2000 to recruit all students, with a particular focus on college male freshmen of color, from the community into the teaching profession. The program has expanded to Jackson State University in Jackson, Mississippi and continues to grow nationally. The mission of the Call Me MISTER Initiative is to increase the pool of available teachers from a broader more diverse background particularly among the state's lowest-performing elementary schools. Student participants are largely selected from among under-served, socio-economically disadvantaged and educationally at-risk communities. The project provides

- tuition assistance through Loan Forgiveness programs for admitted students pursuing approved programs of study in teacher education at participating colleges;
- an academic support system to help assure their success;
- a cohort system for social and cultural support; and
- assistance with job placement.

Enrollment at Historically Black Colleges and Universities (HBCUs)

The *Higher Education Act of 1965*, as amended, defines an HBCU as "... any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."⁴⁰ Since a large majority of students in HBCUs are black students, these institutions provide an important opportunity for black education degree-seeking students. For the 2012–13 academic year, 75 teacher preparation programs in HBCUs reported enrollment data under the *HEA Title II* reporting system. According to these reports, programs at these HBCUs enrolled 2 percent of the individuals enrolled in IHE-based teacher preparation programs, but enrolled 16 percent of all candidates in IHE-based teacher preparation programs who identified as black.

Figure 13. Share of teacher preparation program enrollment in HBCUs: 2012–13



NOTE: This figure reflects data states reported for the 1,851 teacher preparation programs that had data available for IHE-based teacher preparation programs.

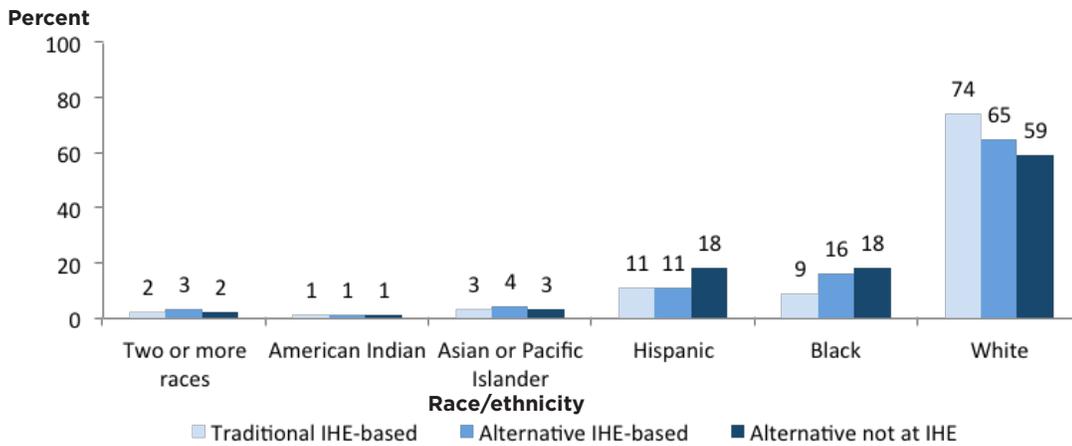
SOURCES: U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system. U.S. Department of Education, National Center for Education Statistics. (2015). Integrated Postsecondary Education Data System (IPEDS).

Alternative-Route Teacher Preparation Program Students

For the 2012–13 school year, states reported a total 8,075 alternative-route teacher preparation programs — accounting for 30 percent of the 26,589 teacher preparation programs across the country. Of the total number of alternative-route teacher preparation programs, 5,325 (66 percent) were based at an IHE, and 2,750 (34 percent) were not based at an IHE. Whereas traditional teacher preparation programs usually have students complete coursework needed for a regular teaching credential before they can receive a teaching credential and become a teacher of record, most alternative-route preparation programs enroll students who already have a bachelor’s degree and then receive a credential that enables them to become teachers of record while they complete requirements for a regular teaching credential. Many of the alternative-route certification programs are offered online and allow students to complete coursework while they work. This kind of flexibility and the accelerated schedule offered by alternative-route certification programs can be attractive to individuals who want to pursue a teaching career or change from their current careers to become teachers, but who need to work while doing so or have other relevant constraints.

The racial composition of students in the alternative-route teacher preparation programs is more diverse than that of the traditional teacher preparation program. In the 2012–13 academic year, 16 percent of individuals enrolled in alternative programs based at IHEs and 18 percent of individuals enrolled in alternative-route programs not based at IHEs were black, compared to only 9 percent in traditional programs. Eighteen percent of individuals enrolled in alternative-route programs not based at IHEs were Hispanic, compared to 11 percent in traditional programs.

Figure 14. Percentage distribution for types of teacher preparation programs, by race/ethnicity: 2012-13



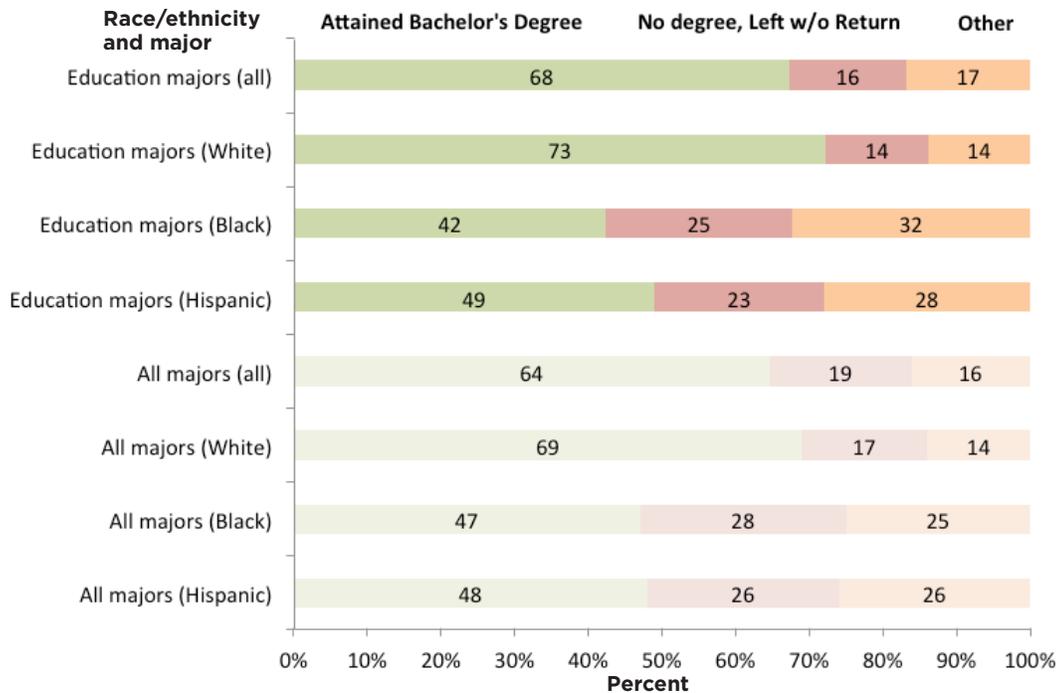
NOTE: The data on enrollment by race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs provided only the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Guam, Marshall Islands, Micronesia, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2014.

SOURCES: U.S. Department of Education, Office of Postsecondary Education. (2015). Higher Education Act Title II reporting system.

Postsecondary Completion

Bachelor's degree completion rates are lower for black and Hispanic students than the rate for white students. Likewise, bachelor's degree completion rates are lower for black and Hispanic students who major in education than the rate for white students. As Figure 15 indicates, among all undergraduate education majors, 42 percent of blacks and 49 percent of Hispanics attain a bachelor's degree within six years, while 73 percent of whites do so.

Figure 15. Cumulative persistence and attainment by 2008–09 for bachelor’s degree students who began postsecondary education in 2003–04, by major and race/ethnicity



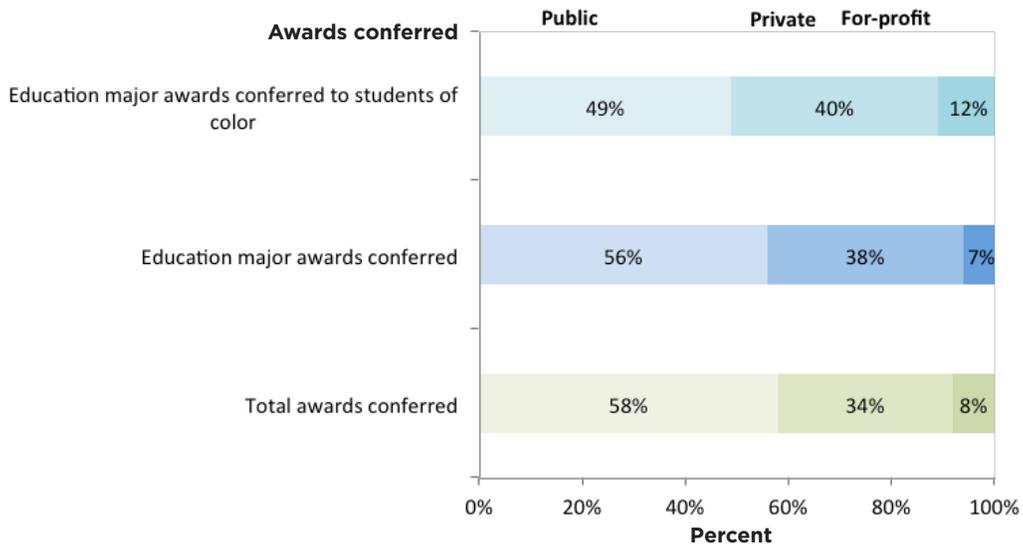
NOTES: Bachelor’s degree attainment refers to bachelor’s degree attainment in any major. Standard errors represent more than 30 percent of the estimates for “Other outcomes” for education majors. Represents cumulative persistence and attainment by 2008–09 for students who began postsecondary education in academic year 2003–04, major when last enrolled academic year 2005–06, enrolled in a bachelor’s degree program or higher (including first professional or graduate level) when last enrolled in academic year 2005–06. Major refers to major when last enrolled in academic year 2005–06. Bachelor’s degree students refer to students enrolled in a bachelors degree program or higher when last enrolled in the academic year 2005–06.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS: 04/09).

The Integrated Postsecondary Education Data System⁴¹ (IPEDS) provides self-reported data from all IHEs participating in *HEA Title IV* federal grant and loan programs. In addition to institution-level data, IPEDS provides data at the program level for completions. These programs are defined by Classification of Instructional Program (CIP) codes including the CIP code for education majors, which focus on the theory and practice of learning and teaching, and related research, administrative, and support services. IPEDS reports the number of degrees and certificates conferred by race/ethnicity and academic level. For the purposes of this report, “education major awards” are defined as bachelor’s degrees, master’s degrees, postbaccalaureate certificates, and post-master’s certificates categorized under the CIP code, 13 (education). For the purpose of this report, education major awards provide a proxy for students who are preparing to start a career in teaching.

In the 2012–13 academic year, public institutions awarded the majority of education major awards conferred as either bachelor’s degree, master’s degree, post-baccalaureate or post-master’s certificate. At those academic levels, 56 percent of education major awards were conferred by public institutions, 38 percent of education major awards were conferred by private institutions, and 7 percent of education major awards were conferred by for-profit institutions. Public institutions conferred 49 percent of education major awards provided to students of color, private institutions conferred 40 percent of the education major awards provided to students of color, and for-profit institutions conferred 12 percent of the education major awards provided to students of color.

Figure 16. Share of awards conferred for education majors and all majors, by institution type: 2012–13

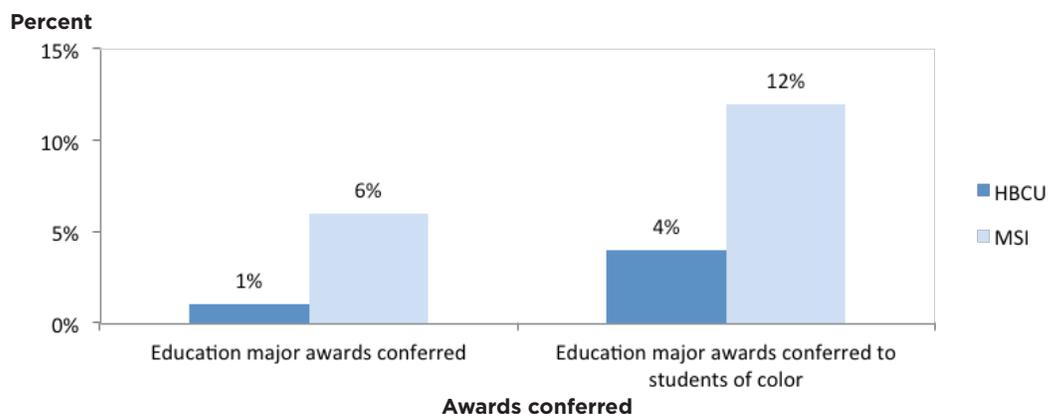


NOTES: “Education” refers only to awards of bachelor’s degrees, master’s degrees, postbaccalaureate certificates, and post-master’s certificates in the CIP code, 13 (Education). Students of color include all non-white categories of race including race unknown. Awards include only “first major” awards—those reported as the first major for students who were conferred awards as dual majors. The universe of institutions is restricted to IPEDS Title IV institutions.

SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) and College Scorecard (see <https://collegescorecard.ed.gov/data/>).

In the 2012 – 13 academic year, HBCUs granted 1 percent of the education major awards conferred at the academic levels of bachelor’s degree, master’s degree, post-baccalaureate and post-master’s certificate. At those same academic levels, HBCUs granted 4 percent of the education major awards conferred to students of color. IHes receiving Minority Serving Institution⁴²(MSI) grants from the Department conferred 6 percent of all the education major awards. MSI grantees conferred 12 percent of the education major awards to students of color.

Figure 17. Share of education major awards conferred, by MSI/HBCU status: 2012–13

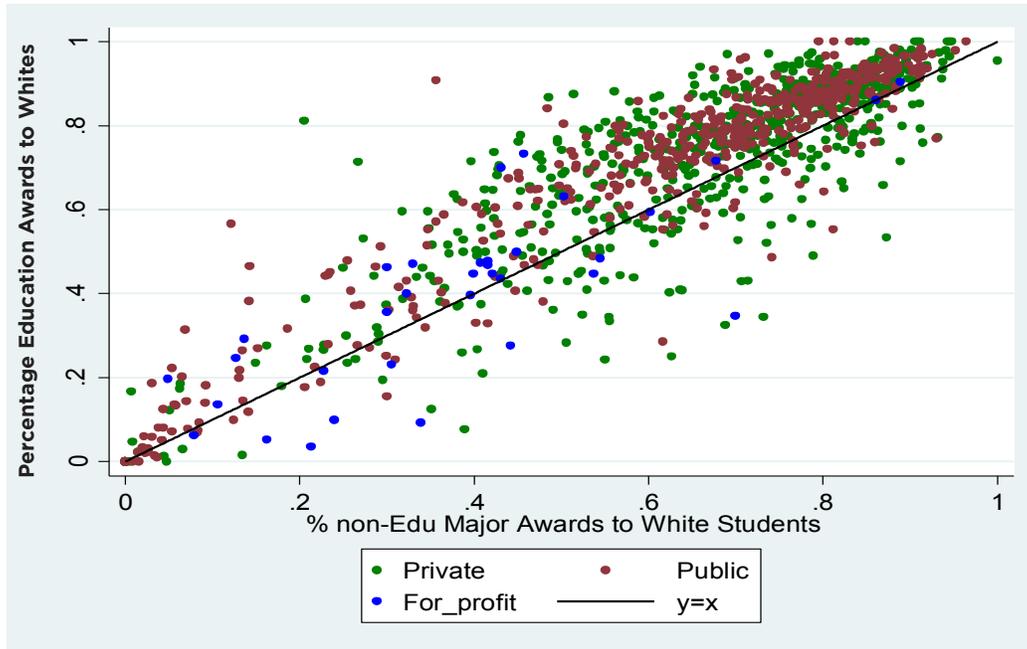


NOTES: “Education” refers only to awards of bachelor’s degrees, master’s degrees, postbaccalaureate certificates, and post-master’s certificates in the CIP code, 13 (Education). Students of color include all non-white categories of race including race unknown. Awards include only “first major” awards. The universe of institutions is restricted to IPEDS Title IV institutions.

SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) and College Scorecard (<https://collegescorecard.ed.gov/data/>).

The student population awarded education degrees from most institutions is less racially and ethnically diverse than the population of students awarded non-education degrees. The scatter plot in Figure 18 shows the percentage of education major awards conferred to white students versus the percentage of non-education major awards conferred to white students. The points above the diagonal line represent institutions with higher proportions of white students receiving education major awards compared to the proportion of white students receiving non-education major awards. The scatter plot shows that many public, private, and for-profit institutions confer higher proportions of education major awards than of non-education major awards to white students.

Figure 18. Percentage of education degrees awarded to white students compared to percentage of non-education degrees awarded to white students, by institution type: 2012–13



NOTES: Includes only institutions where $n \geq 30$. “Education” refers only to awards of bachelor’s degrees, master’s degrees, postbaccalaureate certificates, and post-master’s certificates in the CIP code, 13 (Education). Non-education refers only to awards of bachelor’s degrees, master’s degrees, postbaccalaureate certificates, and post-master certificates in any other CIP code except for the CIP code for Education (13). Awards include only “first major” awards — those reported as the first major for students who were conferred awards as dual majors.

SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), College Scorecard data <http://collegescorecard.ed.gov/data/>.

Entering the Teacher Workforce

Hiring and retention practices also play an important role in the development of a diverse teaching workforce. A study of six urban schools suggests that even in cases where schools have strategies in place to recruit teachers of color, recruiting and retaining teachers of color is difficult. The study suggests that there may be many challenges to recruiting teachers of color, and that school recruiting, hiring, and retention practices need to specifically address these challenges.⁴³

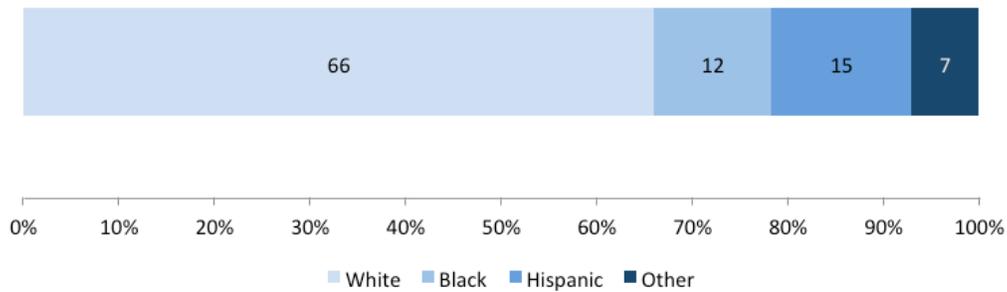
Bachelor’s Degree Graduates

The Department’s Baccalaureate and Beyond (B&B) Longitudinal Study administered by NCES provides information concerning education and work experiences following completion of the bachelor’s degree. It provides both cross-sectional profiles of the enrollment, persistence,

and financial aid receipt of bachelor’s degree recipients in their final year of undergraduate education; and longitudinal data on their entry into and progress through graduate-level education and the workforce with special emphasis on k-12 teaching.⁴⁴

The B&B study surveyed recent bachelor’s degree recipients who prepared⁴⁵ for teaching or were considering teaching about whether or not they applied for k-12 teaching positions shortly after graduation. Among those graduates who applied to a k-12 teaching positions, 66 percent were white, 12 percent were black, and 15 percent were Hispanic.

Figure 19. Percentage distribution of 2007–08 bachelor’s degree recipients who reported applying for k-12 teaching position as of 2012, by race/ethnicity

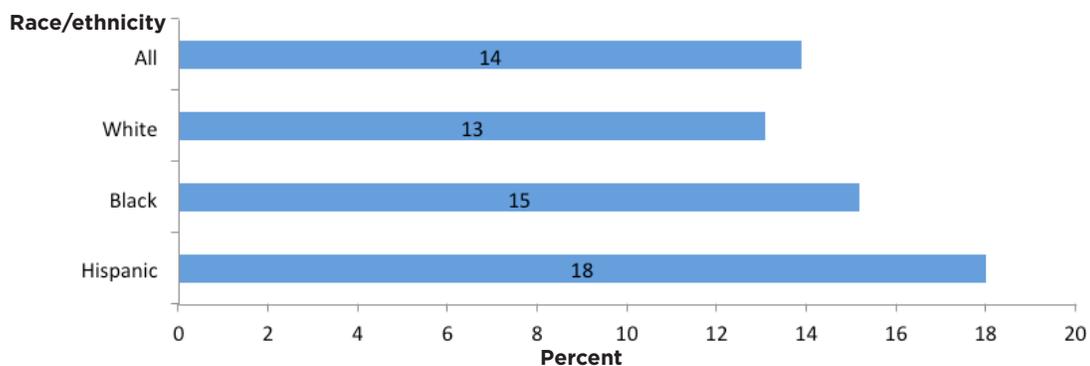


NOTES: “Other” refers to Asian, American Indian or Alaska Native, Native Hawaiian/other Pacific Islander, More Than One Race, and other. The standard error for Other value represents more than 30 percent of the estimates. The figure above applies to respondents who had prepared to teach or were currently considering teaching.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

In examining within-race disaggregation, among white bachelor’s degree recipients, 13 percent applied for a k-12 teaching position. Among black bachelor’s degree recipients, 15 percent applied for a k-12 teaching position. Among Hispanic bachelor’s degree recipients who prepared to teach or were considering teaching, 18 percent applied for a k-12 teaching position.

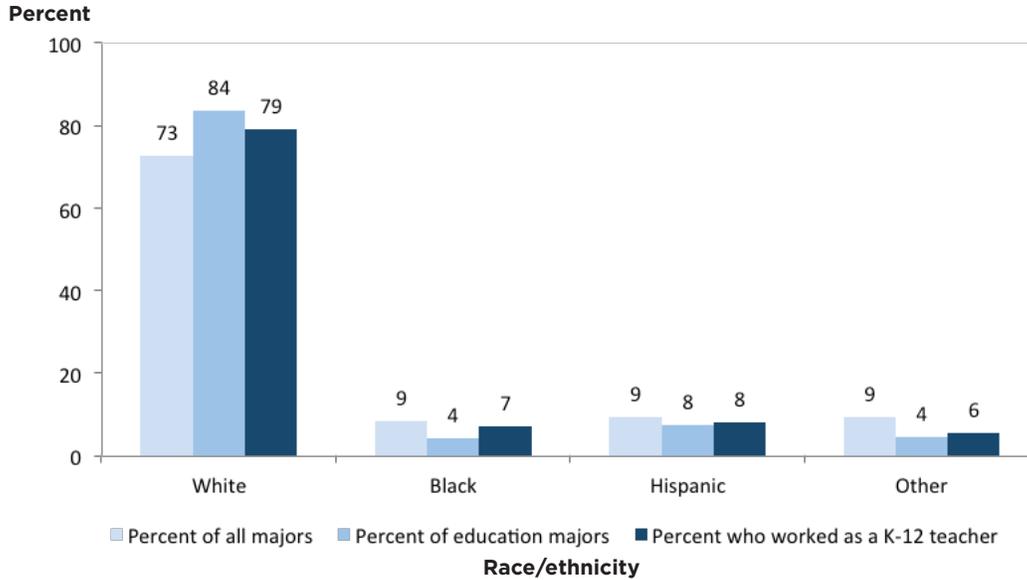
Figure 20. Percentage of 2007–08 bachelor’s degree recipients who reported applying for a k–12 teaching position as of 2012, by race/ethnicity



NOTES: applies to respondents who had not taught and had prepared to teach or were currently considering teaching.
Asian, American Indian or Alaska Native, More than one race, Native Hawaiian/other Pacific Islander, and Other values either round to zero or have standard errors that represent more than 30 percent of estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

Based on data from the B&B study, 73 percent of 2007–08 all bachelor’s degree graduates were white, 9 percent of all graduates were black, and 9 percent of all graduates were Hispanic. Eighty-four percent of all graduates who had a first or second major in education were white, 4 percent of all graduates who had a first or second major in education were black, and 8 percent of all graduates who had a first or second major in education were Hispanic. Seventy-nine percent of graduates who taught at the k–12 level were white, 7 percent of graduates who taught were black, and 8 percent of graduates who taught were Hispanic.

Figure 21. Percentage distribution of 2007–08 bachelor’s degree recipients for all majors, for those who majored in education, and for those who worked as a k-12 teacher, by race/ethnicity: 2012



NOTES: Other category combines Asian, American Indian or Alaska Native, More than one race, Native Hawaiian/other Pacific Islander, and Other. Worked as a k-12 teacher refers to “regular” teaching positions that exclude temporary substitute teaching. “Education Majors” refers to individuals who had a major in teaching as of 2008.

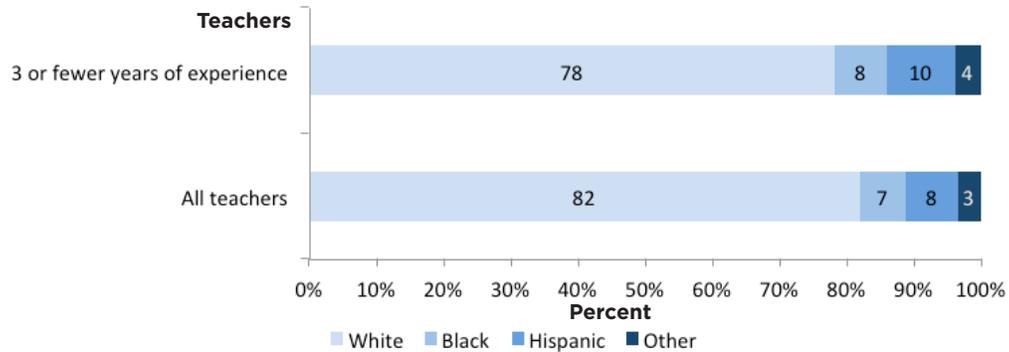
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008/12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

Similar to those bachelor’s degree recipients who majored in education and those who went on to teach, those who were certified to teach were also predominately white. Eighty-two percent of 2007–08 bachelor’s degree recipients who were fully certified to teach at the k–12 level (by 2012) were white. However, only 4 percent of recent graduates certified to teach were black, and 9 percent of recent graduates certified to teach were Hispanic.⁴⁶ Certification rates may be impacted by performance on licensure exams. Research suggests that teachers of color, on average, score lower on licensure tests and have lower passing rates than their white counterparts.⁴⁷

New Teachers

The racial composition of new teachers entering the teaching profession is more diverse than the racial composition of all teachers. In 2011–12, while 82 percent of public school teachers were white, 78 percent of teachers with three or fewer years of experience were white. While 7 percent of all teachers were black, 8 percent of all teachers with three or fewer years of experience were black. While 8 percent of all teachers were Hispanic, 10 percent of all teachers with three or fewer years of experience were Hispanic.

Figure 22. Percentage distribution of public school teachers for all teachers and teachers with three or fewer years of experience, by race/ethnicity: 2012



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS).

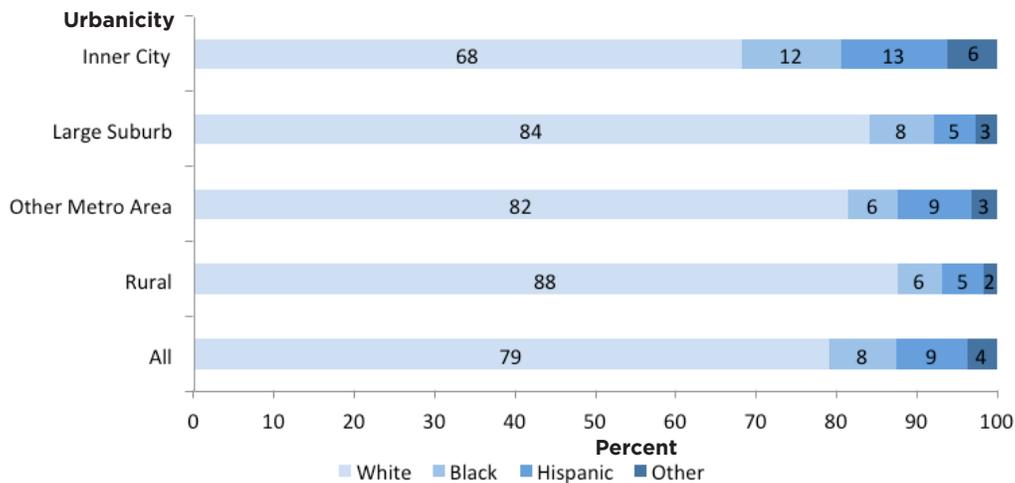
SPOTLIGHT: TEACH TOMORROW IN OAKLAND

Teach Tomorrow in Oakland (TTO) is a teacher recruitment and development program that aims to place teachers in the classroom who reflect the diversity of the local student population by focusing their recruitment efforts on all members of the local community. The program is the result of a grass-roots movement to diversify the Oakland Unified School District (OUSD) teaching workforce and a strategic partnership with former U.S. Rep. Ronald Dellums. The program recruits OUSD alumni, community members, middle and high school students, paraprofessionals, out-of-industry professionals, and student teachers who value education, growth, and educating Oakland youth. TTO provides educational and financial support for qualified TTO cohort members looking to successfully complete the California state credentialing requirements and commit to teaching within OUSD. Participants attend qualified, accredited university programs from May to July for pre-service training and then attend an intensive six-week training program before being placed as teacher interns in August. During their intern year, participants function as a teacher of record while taking classes to earn certification. TTO provides tutoring, professional development, and classroom resources throughout the program. Participants are often recruited from the communities in which the program hopes to place teachers. Funding comes from federal grants and district support.

Teacher Workforce

Every two years, the U.S. Equal Employment Opportunity Commission (EEOC) collects the labor force data on behalf of itself and the Department's Office for Civil Rights on employees' job category, sex, and race from public elementary and secondary school districts with 100 or more employees. These data serve as a snapshot of the teaching workforce and also provide data specifically on new hires. Data from the EEOC show that while black and Hispanic teachers made up 8 and 9 percent of all classroom teachers in 2014, they were not present evenly in different geographic categories.⁴⁸ In inner cities, 12 percent of teachers were black and 13 percent were Hispanic. In rural areas, black and Hispanic teachers made up only 6 and 5 percent of all classroom teachers, respectively.

Figure 23. Percentage distribution of classroom teachers in geographic categories of districts, by race/ethnicity: 2014

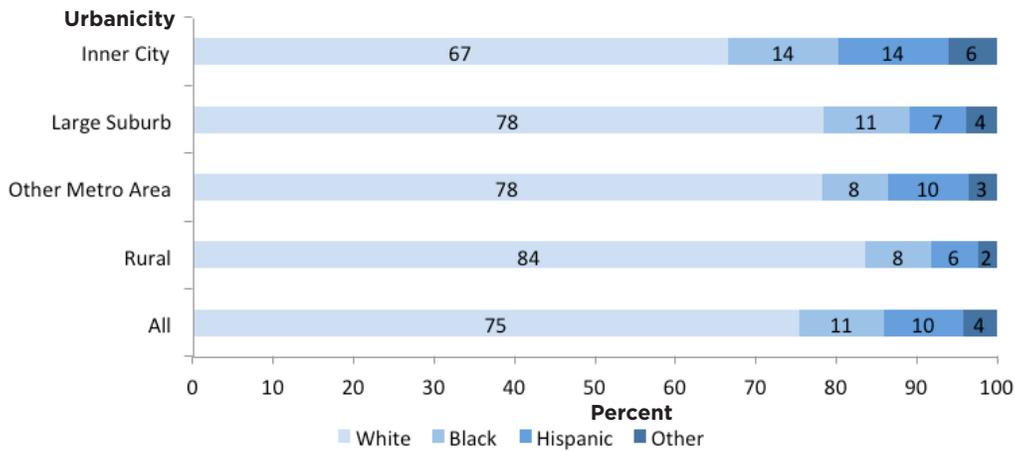


NOTES: The Other race/ethnicity category includes those who identified as Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaskan Native, or Two or more races.

SOURCE: U.S. Equal Employment Opportunity Commission, data from 2014 EEO-5 Survey.

Data on new hires show that new classroom teachers are more diverse than the current teacher workforce overall. In 2014, black teachers comprised 11 percent of all new hires while they accounted for only 8 percent of the total current teaching workforce. Similarly, 10 percent of all newly hired classroom teachers were Hispanic, compared to 9 percent of current classroom teachers. The percentage of newly hired black and Hispanic teachers was higher than the percentage of current black and Hispanic teachers in every geographical area examined.

Figure 24. Percentage distribution of new classroom teachers in geographic categories of districts, by race/ethnicity: 2014

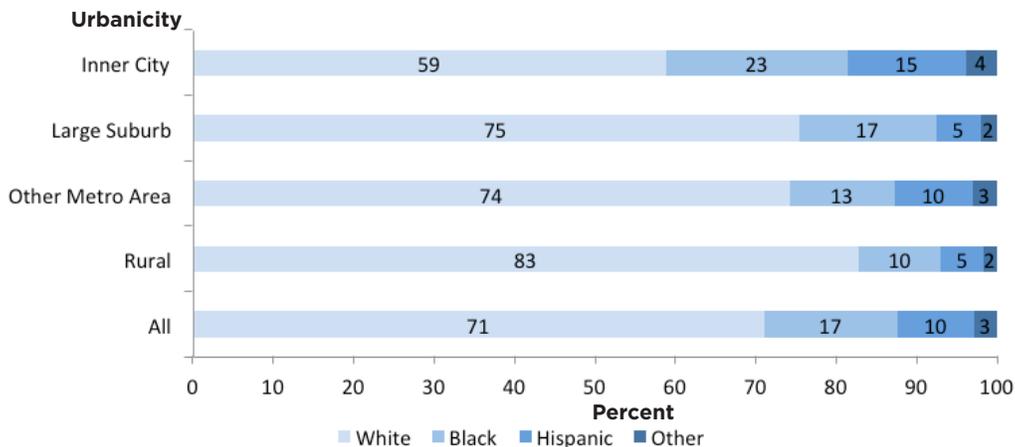


NOTES: The 'Other' race/ethnicity category includes those who identified as Asian or Pacific Islander or American Indian or Alaskan Native or Two or more races.

SOURCE: U.S. Equal Employment Opportunity Commission, data from 2014 EEO-5 Survey.

The EEOC data revealed similar patterns for principals of color (including assistant principals) with larger percentages of black and Hispanic principals more often found in larger urban areas. While black and Hispanic principals accounted for 17 percent and 10 percent of all principals, respectively, 23 percent of principals in inner cities were black and 15 percent were Hispanic.

Figure 25. Percentage distribution of principals in geographic categories of districts, by race/ethnicity: 2014

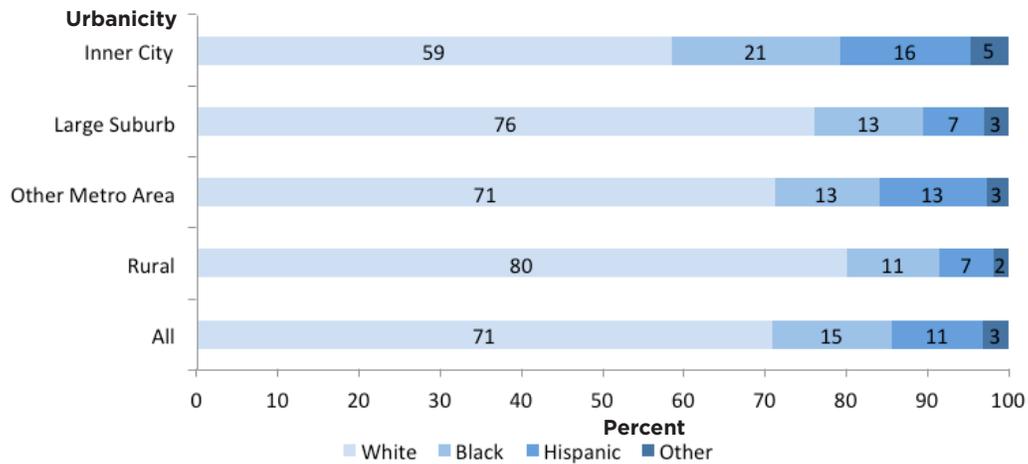


NOTES: The 'Other' race/ethnicity category includes those who identified as Asian or other Pacific Islander or American Indian or Alaskan Native or Two or more races.

SOURCE: U.S. Equal Employment Opportunity Commission, data from 2014 EEO-5 Survey.

Data on newly hired principals showed less diversity in newly hired black principals than in the existing principal population (15 percent versus 17 percent). However, the percentage of newly hired Hispanic principals is higher than the percentage of current Hispanic principals (10 percent).

Figure 26. Percentage distribution of new principals, by race and social conditions of districts: 2014



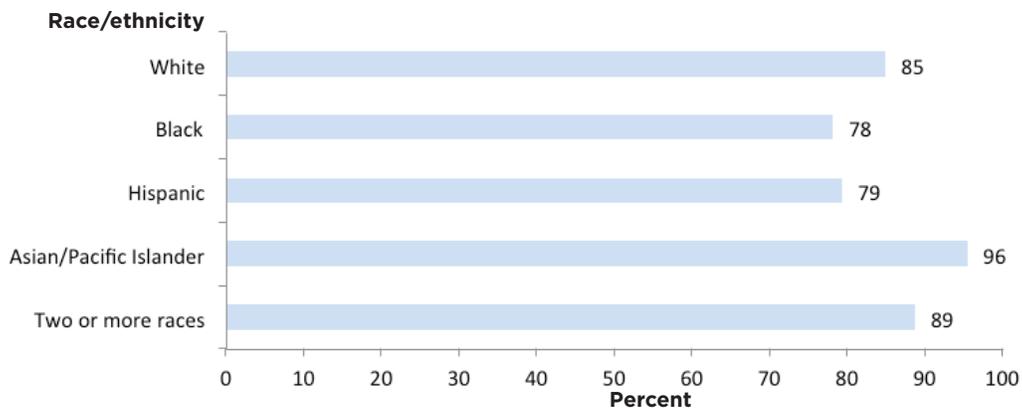
NOTE: The 'Other' race/ethnicity category includes those who identified as Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaskan Native, or Two or more Races.

SOURCE: U.S. Equal Employment Opportunity Commission, data from 2014 EEO-5 Survey.

Teacher Retention

In the 2012–13 school year, same-school teacher retention⁴⁹ rates among white public school teachers were higher than same-school retention rates for black and Hispanic teachers. Eighty-five percent of white teachers in 2012–13 taught at the same schools they taught at in the 2011–12 school year. In comparison, 78 percent of black teachers and 79 percent of Hispanic teachers in 2012–13 taught at the same schools they taught at in the 2011–12 school year.

Figure 27. Percentage of public school teachers who remained in the same school, by race/ethnicity: School years 2011–12 to 2012–13



NOTE: Reporting standards not met for American Indian/Alaska Native; either there are too few cases for a reliable estimate or the coefficient of variation (CV) is 50 percent or greater.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2014, Table 210.30. Mobility of public elementary and secondary teachers, by selected teacher and school characteristics: Selected years, 1987–88 through 2012–13, available at https://nces.ed.gov/programs/digest/d14/tables/dt14_210.30.asp

Recruitment and retention of teachers of color may be affected by the larger percent of teachers of color who participate in alternative teacher preparation programs. Alternatively prepared teachers tend to work in poor urban schools with high proportions of students of color.⁵⁰ These high-poverty schools tend to have higher teacher turnover rates (those who leave the profession or “leavers,” and those who move to other schools) than low-poverty schools, which may be contributing to the lower retention rates of teachers of color.⁵¹

SPOTLIGHT: DENVER PUBLIC SCHOOLS

Denver Public Schools has several interconnected efforts to advancing equity comprehensively. The district looks to increase community conversations about race, privilege, inclusion, and power and develop pathways that let it develop and promote talent from within. Denver Public Schools also makes efforts to provide better systems of coaching and mentorship and examines evaluation practices for bias and cultural competence. The district aims to invest in leadership development while shaping a culture that lives the value of equity, and seeks to be outspoken and out in front on questions of equity.

CONCLUSION

Despite the suggested benefits of diversity, the elementary and secondary educator workforce is still overwhelmingly homogenous. The number of potential teachers of color decreases at multiple points in the teacher pipeline. If we are to meaningfully increase the diversity of the teacher workforce, more must be done, starting with preparation and completion, to recruitment and selection, and then placement and retention. Making changes at these inflection points will help us meaningfully increase diversity. Closing the completion rate between white and black education majors, for example, could add another 300 black bachelor's degree completions for every 1,000 black aspiring teachers.⁵²

The U.S. Department of Education has long championed programs that support educational attainment for students at all levels, and many of these programs provide targeted support to high-needs schools and communities that benefit many students of color. In January 2015, President Obama first proposed America's College Promise, a proposal to make the first two years of community college free in participating states. Recognizing the unique role that HBCUs and MSIs play in creating and advancing educational opportunities for first generation, low-income, and underrepresented students, the president's budget for this year expanded this proposal to provide two years of college at participating four-year HBCU or MSIs at zero or significantly reduced tuition. In addition to continued investments in existing grant programs for HBCUs and MSIs, this budget also proposed a new HBCU/MSI Innovation for Completion Fund designed to support innovative and evidence-based strategies for increasing degree completion at these institutions. All of these investments will support the many students of color at our nation's HBCUs and MSIs and reflects the president's commitment to helping these students obtain a degree or credential. Higher college completion rates by students of color enlarges the pool of potential teachers of color.

The President's FY17 Budget Request also includes a number of proposals that would help increase diversity in the teaching workforce. For example, under the *Teacher Pathways program*, priority would be given to applicants that propose to (1) expand teacher preparation programs with a strong track record of successfully placing teachers in high-need schools and subject areas and whose diverse pool of teachers have high retention rates and a demonstrated positive impact on student learning, or (2) replicate preparation models, or their components, with evidence of promise or effectiveness in preparing and placing a diverse pool of effective teachers in high-need schools and subject areas or that propose a new model that uses evidence-based practice to improve the effectiveness and diversity of their graduates. The program would promote rigorous recruitment practices coupled with a competitive selection process.

The president's FY17 budget also included *RESPECT: Best Job in the World*, which could be used to help attract and retain teachers of color in high-need schools. This proposal builds on the administration's original *RESPECT Initiative*, which was based primarily on a commitment to meet the needs of teachers and school leaders at important stages of their careers, empowering them to rise in their profession and take on new responsibilities and leadership roles. However, the administration believes that one promising way to meet the needs of at-risk students in high-need schools is to build on activities envisioned by RESPECT, as well as to fundamentally change the job itself in order to attract and keep a diverse set of talented educators in those schools. Grants awarded through the *Best Job program* would provide participating districts with the substantial resources needed to (1) create advancement opportunities for effective teachers in high-need schools, (2) promote equitable access to effective teaching for all students, and (3) leverage teacher leadership to improve working conditions and create school climates conducive to teaching and learning. All of these activities could have a particular focus on teachers of color in order to achieve a more diverse workforce, which we know is good for all students, especially for students of color and those from low-income backgrounds.⁵³

While these initial efforts are important, they are not nearly sufficient. In order to reap the benefits of a diverse teaching force, all stakeholders must do more to support teachers of color throughout the teacher pipeline. From getting more students of color into postsecondary education, to ensuring teachers of color are placed and supported in their roles in the classroom, improving each step in the process can help capitalize on the diversity of our nation.

ENDNOTES

¹Hong, Lu, and Scott E. Page. “Groups of diverse problem solvers can outperform groups of high-ability problem solvers.” Paper edited by William J. Baumol, New York University (2014).

²Barta, Thomas, Markus Kleiner, and Tilo Neumann. “Is there payoff from top-team diversity?” *McKinsey Quarterly* (April 2012).

<http://www.mckinsey.com/business-functions/organization/our-insights/is-there-a-payoff-from-top-team-diversity>

³The term “white” in this report refers to a socially constructed category of individuals who self-identify as white and non-Hispanic. U.S. Department of Education, National Center for Education Statistics. “Table 209.10: Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12.” *Digest of Education Statistics*, 2013. https://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp

⁴U.S. Department of Education, National Center for Education Statistics. “Table 209.10: Number and percentage distribution of teachers in public and private elementary and secondary schools, by selected teacher characteristics: Selected years, 1987-88 through 2011-12.” *Digest of Education Statistics*, 2013. https://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp

⁵“Individuals of color” in this report refer to individuals who do not identify as non-Hispanic white.

⁶Dee, Thomas. “Teachers, Race, and Student Achievement in a Randomized Experiment.” *The Review of Economics and Statistics*, 86 (2004) 195 -210 .

⁷Egalite, Anna, Brian Kisida, and Marcus A. Winters. “Representation in the Classroom: The Effect of Own-race Teachers on Student Achievement,” *Economics of Education Review*, 45, (April 2015) 44-52.

⁸Dee.

⁹Klopfenstein, Kristin. Beyond Test Scores: The Impact of Black Teacher Role Models on Rigorous Math Taking. *Contemporary Economic Policy*, 23 (2005) 416-428.

¹⁰Grissom, Jason, and Christopher Redding. “Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs,” *AERA Open*, 2 (2016) 1-25.

¹¹Villegas, Ana María, and Jacqueline Jordan Irvine. “Diversifying the Teaching Force: An Examination of Major Arguments.” *The Urban Review*, 42 (2010) 175-192.

¹²Boser, Ulrich. “Teacher Diversity Revisited: A New State-by-State Analysis,” Center for American Progress (2014).

¹³Hussar, William, and Tabitha Bailey. *Projections of Education Statistics to 2022* (NCES 2014-051). U.S. Department of Education, National Center for Education Statistics. Washington, D.C.: Author (2013).

¹⁴The Department of Education does not endorse any program or practice that is mentioned in the report. They are included as exemplars only.

¹⁵Based on data from the U.S. Department of Education, National Center for Education Statistics. “Public School Teacher Data File,” 1987-88 through 2011-12; “Private School Teacher Data File,” 1987-88 through 2011-12; and “Charter School Teacher Data File,” 1999-2000. *Schools and Staffing Survey* (SASS).

¹⁶Ibid.

¹⁷Ibid.

¹⁸Ibid.

¹⁹Retention refers to teachers who remained at the same school in the subsequent school year.

²⁰Based on data from the U.S. Department of Education, National Center for Education Statistics, *2011-12 National Postsecondary Student Aid Study (NPSAS:12)*.

²¹U.S. Department of Education, National Center for Education Statistics, “Table 219.30. Public high school graduates, by race/ethnicity: 1998-99 through 2023D24.” *Digest of Education Statistics*, 2013. http://nces.ed.gov/programs/digest/d13/tables/dt13_219.30.asp.

²² Values represent the sum of percentages of American Indian or Alaska Native, Asian or Pacific Islander, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races. The figures are based on data from U.S. Department of Education, Office of Postsecondary Education (2015); *Higher Education Act Title II Reporting System*; and U.S. Department of Education, National Center for Education Statistics. (2015).

²³ The figures are based on data from the U.S. Department of Education, National Center for Education Statistics, *2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up* (BPS:04/09).

²⁴ Retention refers to teachers who remained at the same school in the subsequent school year. Based on data from U.S. Department of Education, National Center for Education Statistics, "Current and Former Teacher Data Files," *Teacher Follow-up Survey* (TFS) 2012-13.

²⁵ These percentages include only individuals enrolled in IHE-based teacher preparation programs. The numbers are based on data from the U.S. Department of Education, Office of Postsecondary Education (2015); the *Higher Education Act Title II Reporting System*; the U.S. Department of Education, National Center for Education Statistics (2015); and the Integrated Postsecondary Education Data System (IPEDS).

²⁶ Values represent the sum of percentages for black or African American, Hispanic/Latino, Asian or Pacific Islander, American Indian or Alaska Native people, and people of Two or more races. The figures are based on data from U.S. Department of Education, Office of Postsecondary Education (2015); *Higher Education Act Title II Reporting System*; U.S. Department of Education, National Center for Education Statistics (2015), and the Common Core of Data System (CCDS)

²⁷ U.S. Department of Education, National Center for Education Statistics, "Racial Enrollment in Public Schools," *The Condition of Education*, 2015. http://nces.ed.gov/programs/coe/indicator_cge.asp

²⁸ U.S. Department of Education, National Center for Education Statistics. "Table 203.50. Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2024," *Digest of Education Statistics: 2014*.

²⁹ *ibid.*

³⁰ *ibid.*

³¹ The figures are based on data from U.S. Department of Education, National Center for Education Statistics *Schools and Staffing Survey* (SASS), Public Teachers Data File 2011-12.

³² Saluja, Gitanjali, Diane M. Early, and Richard M. Clifford. "Demographic Characteristics of Early Childhood Teachers and Structural Elements of Early Care and Education in the United States," *Early Childhood Research & Practice*, 4, 1 (2002).

³³ U.S. Department of Education, National Center for Education Statistics, "Table 2. Percentage distribution of school teachers, by race/ethnicity, school type, and selected school characteristics: 2007-08," *Schools and Staffing Survey* (SASS) (2009). https://nces.ed.gov/pubs2009/2009324/tables/sass0708_2009324_t12n_02.asp

³⁴ Ingersoll, Richard M., and Henry May. Recruitment, retention, and the minority teacher shortage. CPRE (Consortium for Policy Research in Education) Research Report #RR-69. (2011).

³⁵ New principals are defined as those with three or fewer years of experience as a principal. Experienced principals are defined as those with 10 or more years of experience as a principal.

³⁶ U.S. Department of Education, National Center for Education Statistics. "Trends in Public and Private School Demographics and Qualifications: 1987- 88 to 2011-12," *Stats in Brief* (2016). <http://nces.ed.gov/pubs2016/2016189.pdf>

³⁷ While the focus in this report is on postsecondary preparation and the workforce, the Department acknowledges that teacher preparation begins with a strong k-12 education.

³⁸ Under *Title I of the Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *No Child Left Behind Act*, a teacher of core academic subjects had to be highly qualified, i.e. have a bachelor's degree, have state certification or licensure, and demonstrated content knowledge in one of the ways the law specified. Schools could hire out-of-field teachers and those on emergency certificates, but were required to notify parents in writing that their children were being taught by a teacher who was not highly qualified. With enactment in 2015 of the most recent reauthorization of the *ESEA*, in the *Every Student Achieves Act*, the Department no longer requires states and school districts to ensure that its teachers are highly qualified.

³⁹The figures are based on data from U.S. Department of Education, Office of Postsecondary Education. *Higher Education Act Title II Reporting System*.

⁴⁰See <http://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>

⁴¹See <http://nces.ed.gov/ipeds/datacenter/Default.aspx>

⁴²Minority Serving Institutions for purposes of this report refer to institutions with recent grants from the Department in one of the following institutional categories: Predominantly Black Institutions, Alaska Native/Native Hawaiian-serving Institutions, Tribal Colleges and Universities, Asian American/Native American-Pacific Islander-serving Institutions, Hispanic-serving Institutions, and Native American Non-Tribal Institutions.

⁴³Simon, Nicole S., Susan Moore Johnson, and Stefanie Reinhorn, Working paper, "The Challenge of Recruiting and Hiring the Next Generation of Teachers," Harvard Graduate School of Education (July 2015).

⁴⁴See information about the Baccalaureate and Beyond Longitudinal Study at <https://nces.ed.gov/survey/b&b/about/asp>

⁴⁵Preparation includes but is not limited to (1) taking courses to complete an education degree or certification program, (2) taking a national or state-level certification exam, and (3) completing a student teaching or teacher practicum assignment. Preparation does not include informal activities such as general research.

⁴⁶Based on data from the U.S. Department of Education, National Center for Education Statistics, 2008-12 Baccalaureate and Beyond Longitudinal Study (B&B:08/12).

⁴⁷Tyler, Linda et al, *Toward Increasing Teacher Diversity: Targeting Support and Intervention for Teacher Licensure Candidates*. Educational Teaching Services (2011).

⁴⁸Geographic categories are based on urbanicity data as provided by the 2013 NCHS Urban -Rural Classification Scheme (http://www.cdc.gov/nchs/data_access/urban_rural.htm) and are defined as (1) Inner City — large central metro counties of metropolitan statistical areas (MSAs) of 1 million or more population; (2) Large Suburb — large fringe metro counties of MSAs of 1 million or more population; (3) Other Metro Areas — medium and small metro counties within MSAs of 50,000–999,999 population; and (4) Rural — nonmetropolitan areas.

⁴⁹Retention in this context describes retention at a particular school rather than retention in the teaching profession.

⁵⁰Bireda, Saba., and Robin Chait. "Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce." Center for American Progress (November 2011).

⁵¹Allensworth, Elaine, Stephan Ponisciak, and Christopher Mazzeo. "The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools." Consortium on Chicago School Research at the University of Chicago (2009). Richard Ingersoll. "Teacher Turnover and Teacher Shortages: An Organizational Analysis." *American Educational Research Journal*, 38(3), (2001) 499-534; and Richard Ingersoll. "Why Do High-Poverty Schools Have Difficulty Staffing Their Classrooms with Qualified Teachers?" Center for American Progress and Institute for American's Future (2004).

⁵²This estimate is based on data displayed in Figure 15. The estimate assumes the 42 percent bachelor's degree attainment rate for black education majors increases to 73 percent. "Aspiring teachers" in this estimate is based on those who were enrolled in a bachelor's degree education major program two years after beginning postsecondary education. Estimates of bachelor's degree attainment rates are based on degree completion in any major or field of study.

⁵³Ehrenberg, R. G., Goldhaber, D. D., & Brewer, D. J. (1995). Do teachers' race, gender, and ethnicity matter? Evidence from the National Education Longitudinal Study of 1988 [Electronic version]. *Industrial and Labor Relations Review*, 48(3), 547-561.; Ehrenberg, Ronald G., and Dominic J. Brewer, "Did Teachers' Verbal Ability and Race Matter in the 1960's? Coleman Revisited," *Economics of Education Review* 14 (1995), 1-21.

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