

Diversifying the Educator  
Workforce Collaborative

# REGIONAL LANDSCAPE SNAPSHOT

MARCH 2022



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## Understanding Educator Diversification Efforts in New England

A growing body of research demonstrates the positive impacts of teachers of color on short- and long-term academic outcomes of all students. For students of color, the research finds that having just one teacher of color at any point between kindergarten and third grade can boost academic achievement, high school graduation rates, and college enrollment rates (Dee, 2004; Gershenson, 2018). Nationally, students of color represent 50% of total public K-12 enrollment, and by 2060, that number will climb to 66%. Yet, people of color currently make up only 20% of the educator workforce (National Center for Education Statistics, 2018). The imperative is clear: A racially, ethnically, and linguistically diverse educator workforce is vital to closing the inequitable gaps that persist between students of color and their White peers.



In August 2021, the Great Schools Partnership, with support from the Barr Foundation, launched a new regional effort: the Diversifying the Educator Workforce (DEW) Collaborative, which seeks to translate recommendations detailed in a recent report titled “[Increasing the Racial, Ethnic, and Linguistic Diversity of the Educator Workforce](#).” The DEW Collaborative will use the [framework](#) presented in this report, which outlines five key areas necessary to build a more diverse educator workforce across the region: (1) cultivating an interest in becoming an educator, (2) supporting completion of educator preparation program, (3) streamlining certification, (2) recruiting and hiring diverse educators, and (5) supporting, retaining, and promoting diverse educators.

As a critical first step, the DEW Collaborative set out to document the current landscape of the region, including identifying diversification efforts already underway in each of the six New England states, documenting the current policy context, and gathering a range of demographic data metrics about the current educator workforce pipeline. This Regional Landscape Snapshot summarizes key findings from the landscape mapping process and is intended to serve as a resource that can help inform and accelerate efforts to diversify the educator workforce across New England.

### How are we defining “educator”?

*We are using the most inclusive definition of educator, which includes any school or district staff who are involved in students’ educational experience (e.g., paraprofessionals, teachers, counselors, interventionists, administrators).*

## Using This Regional Landscape Snapshot

We have designed this Regional Landscape Snapshot to be a resource for state education agencies, nonprofit organizations, districts and schools, educator preparation programs, community organizations, educators, policymakers, foundations, and other stakeholders committed to increasing the diversity of educators in New England. The goal of this snapshot is to:

- Lift up existing programs, initiatives, partnerships, and organizations
- Identify key characteristics of current DEW efforts
- Highlight current DEW-related policies in each of the states
- Summarize potential data metrics that can be used to set and measure goals for the region
- Bring attention to potential areas for growth and high-leverage areas for increasing diversity in the educator workforce pipeline

Ultimately, we hope the information summarized here may encourage connections and collaborations, prompt new questions and areas for investigation, and provide valuable insights to inform the ongoing conversations happening across New England.

It should be noted that this snapshot represents an overview of work underway at a specific moment in time, and the programs, policies, and data related to diversifying the educator workforce in New England are continuing to evolve, change, and expand. That said, we believe this snapshot provides a helpful glimpse into the areas in which energy and interest already exist, which can help inform future initiatives and efforts.

## Mapping the Landscape in New England

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Our landscape mapping process sought to systematically document the wide range of currently-active programs, initiatives, partnerships, and organizations in New England that are focused on any of the five areas of the DEW framework. Our goal was to cast a broad net in our search and to intentionally engage a wide range of stakeholders from schools, districts, local communities, nonprofits, higher education institutions, and state education agencies to help us identify relevant work happening across the region. Specifically, we used a methodology called snowball sampling, where we started with an initial set of contacts—known to be engaging in work related to diversifying the educator workforce—identified by members of the DEW Collaborative project team. These contacts were then asked to identify additional contacts, programs, and organizations engaging in related work. Members of the project team reached out to this additional set of contacts, again requesting referrals to others who were working toward similar goals. This process continued until it reached the point of saturation—that is, the point where referrals repeatedly led back to contacts, programs, and organizations already identified by the project team.

In addition to gathering information about current programs, initiatives, partnerships, and organizations, the project team also documented current state-level policies deliberately focused on increasing the diversity of educators. Between August 2021 and February 2022, we identified and reviewed relevant statutes, rules, and regulations for each of the six New England states. While the New England region generally promotes local district autonomy, there are a few areas where states have exercised their purview by enacting policies that have the potential for diversifying the educator workforce. In most cases, these tend to be statutes enacted by legislatures or policies passed by state boards of education governing specific functions for which the state education agency is responsible for implementation. We also reviewed currently enacted and relevant state statutes as well as current rules and regulations governing the responsibilities of state education agencies and local education agencies (i.e. school districts).

## Defining Our Search Parameters

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To guide our landscape mapping process, our team developed a set of search terms and definitions. The defined search parameters were intended to be inclusive of a wide range of programs, initiatives, partnerships, organizations, and policies while maintaining a clear focus on the outcome of increasing diversity of the educator workforce in New England.

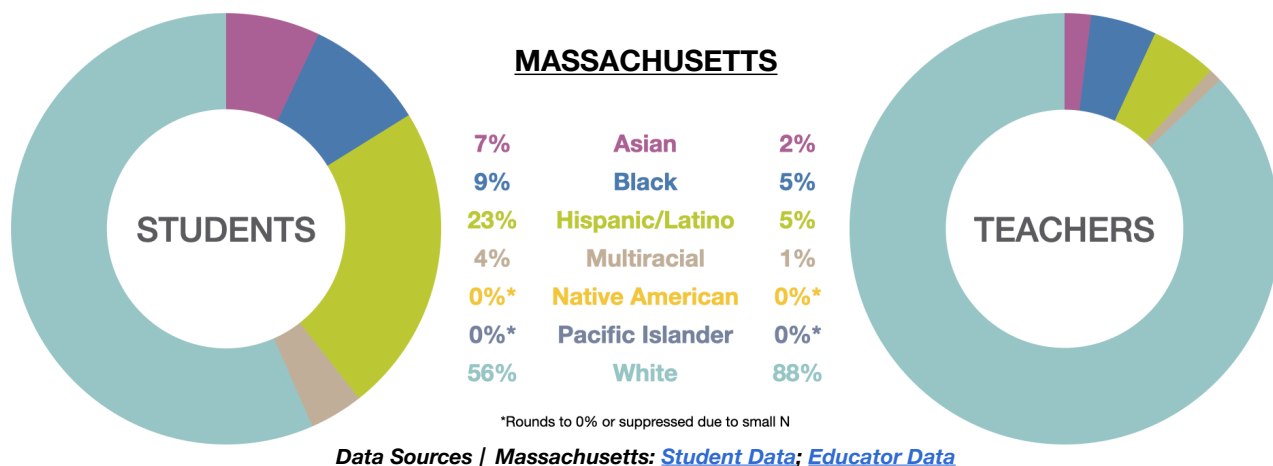
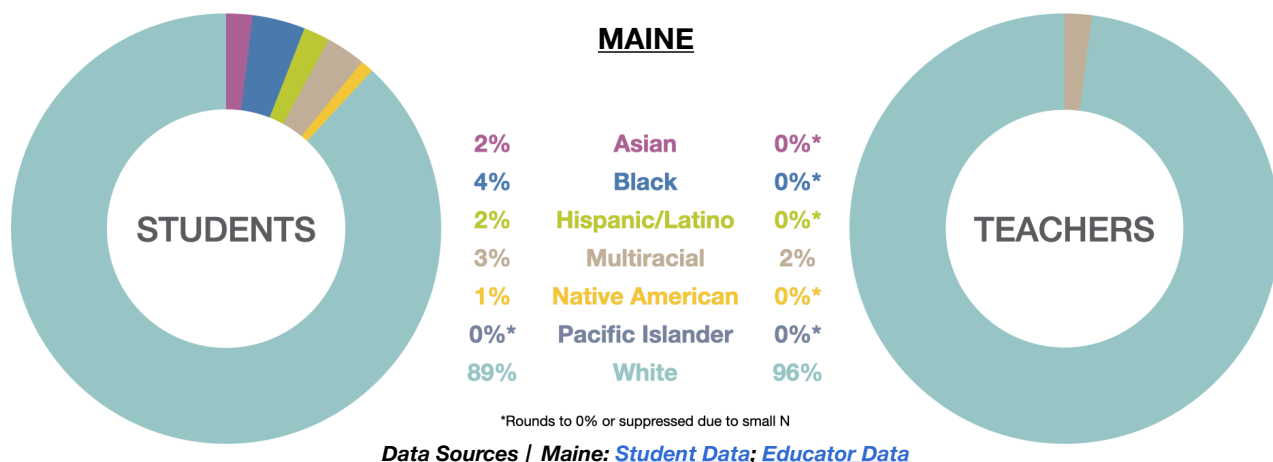
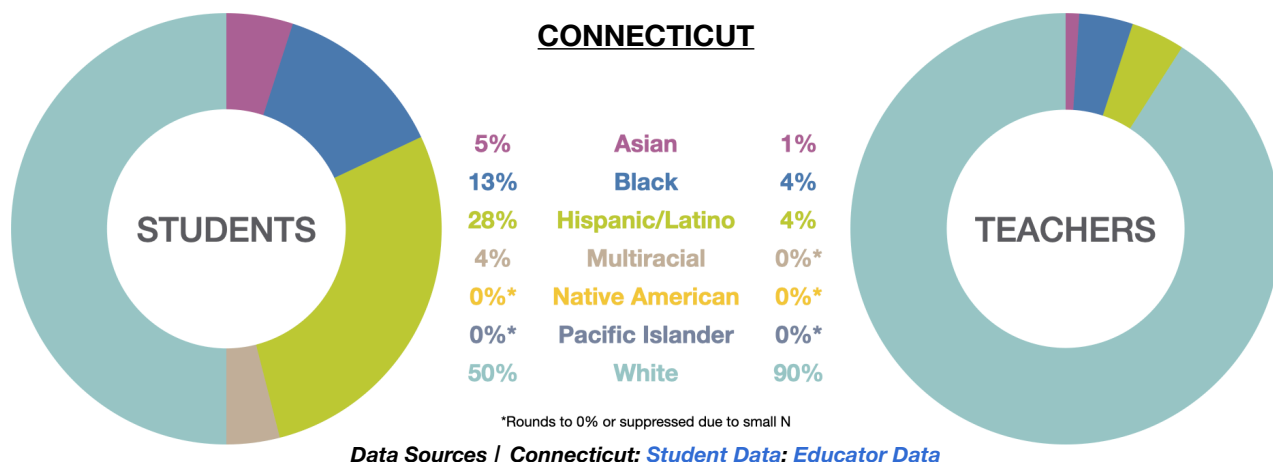
Programs, initiatives, partnerships, and organizations included in our landscape map included those that were active during the time of the landscape mapping (August 2021-February 2022) and had an explicit and named focus on increasing educator diversity in New England. A number of school districts and organizations in the region have broader diversity, equity, and inclusion initiatives underway, a precondition necessary to creating a culture and climate in schools to attract and retain a diverse talent pool; however, unless educator diversity was explicitly named, these initiatives were not included in the analysis. See Appendix A for more detailed description of search parameters.

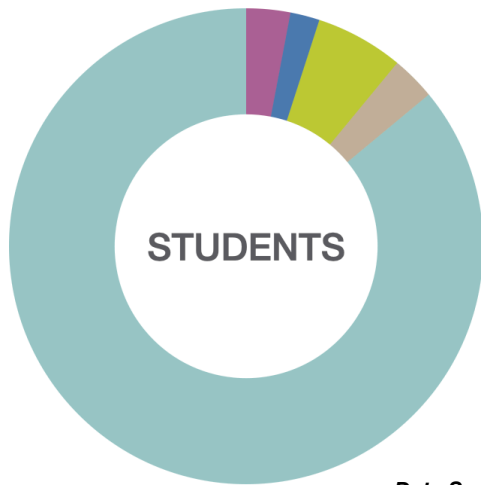
## Framing Context: Current Demographics of the Region

What is the current composition of the educator workforce in New England? What is the current composition of the student population?

Across the region, the racial demographics of students look noticeably different from that of the educator workforce. As the student populations across all six New England states have become increasingly racially, ethnically, and linguistically diverse, the educator workforce in New England remains predominantly white.

*Note: We sought to use the most up-to-date data available for each state. In some cases (CT, MA, RI), data was available through SEA websites; in other cases (ME, NH, VT), we relied on 2017-18 data from the National Center for Educational Statistics.*



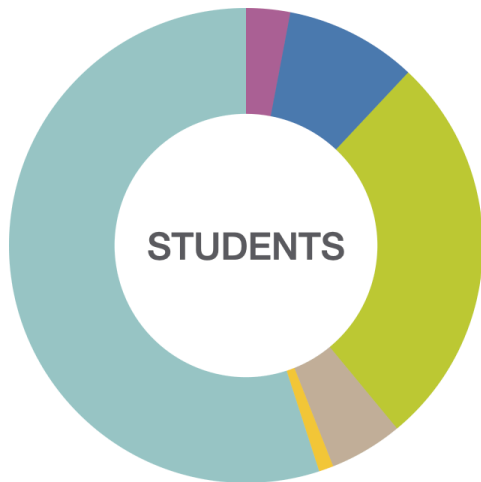
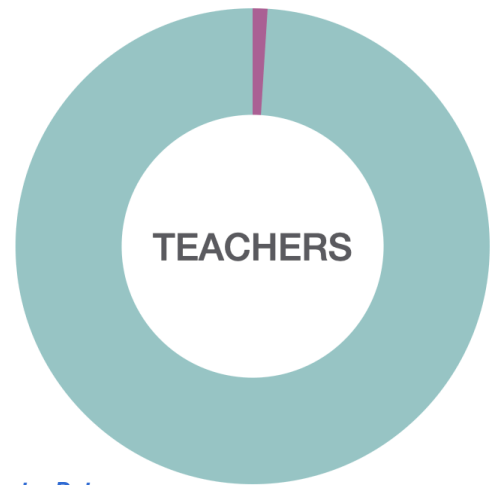


### NEW HAMPSHIRE

3%	Asian	1%
2%	Black	0%*
6%	Hispanic/Latino	0%*
2%	Multiracial	0%*
0%*	Native American	0%*
0%*	Pacific Islander	0%*
86%	White	98%

\*Rounds to 0% or suppressed due to small N

Data Sources / New Hampshire: [Student Data](#); [Educator Data](#)

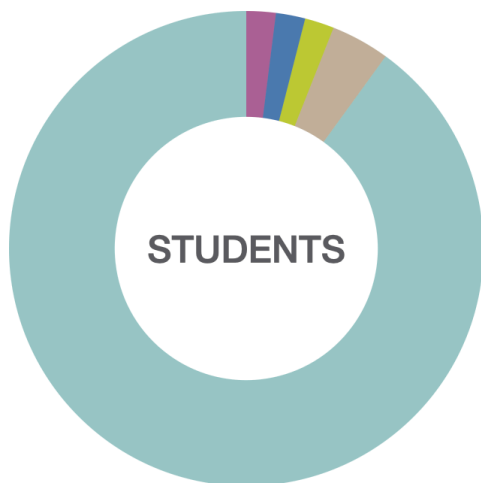
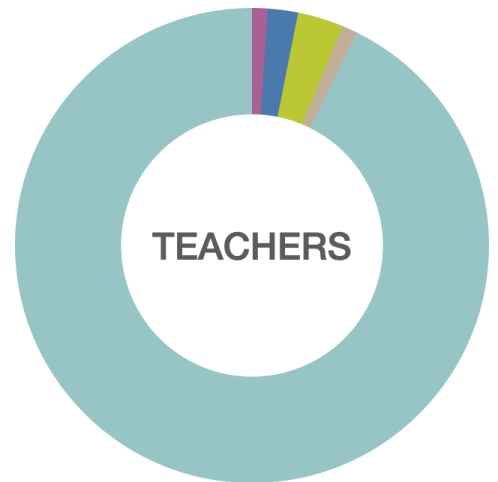


### RHODE ISLAND

3%	Asian/Pacific Islander	1%
9%	Black	2%
27%	Hispanic/Latino	3%
5%	Multiracial	1%
1%	Native American	0%*
55%	White	89%

\*Rounds to 0% or suppressed due to small N

Data Sources / Rhode Island: [Student Data](#); [Educator Data](#)

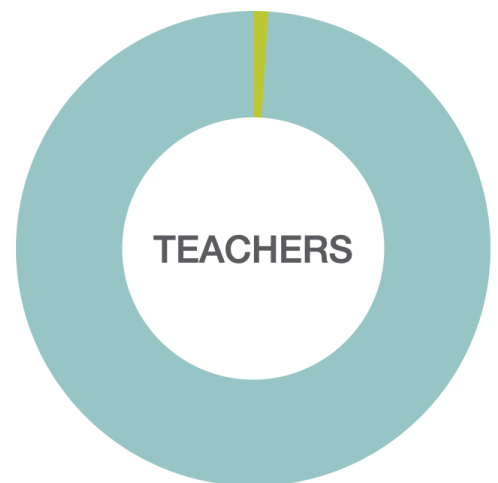


### VERMONT

2%	Asian	0%*
2%	Black	0%*
2%	Hispanic/Latino	1%
4%	Multiracial	0%*
0%*	Native American	0%*
0%*	Pacific Islander	0%*
90%	White	97%

\*Rounds to 0% or suppressed due to small N

Data Sources / Vermont: [Student Data](#); [Educator Data](#)



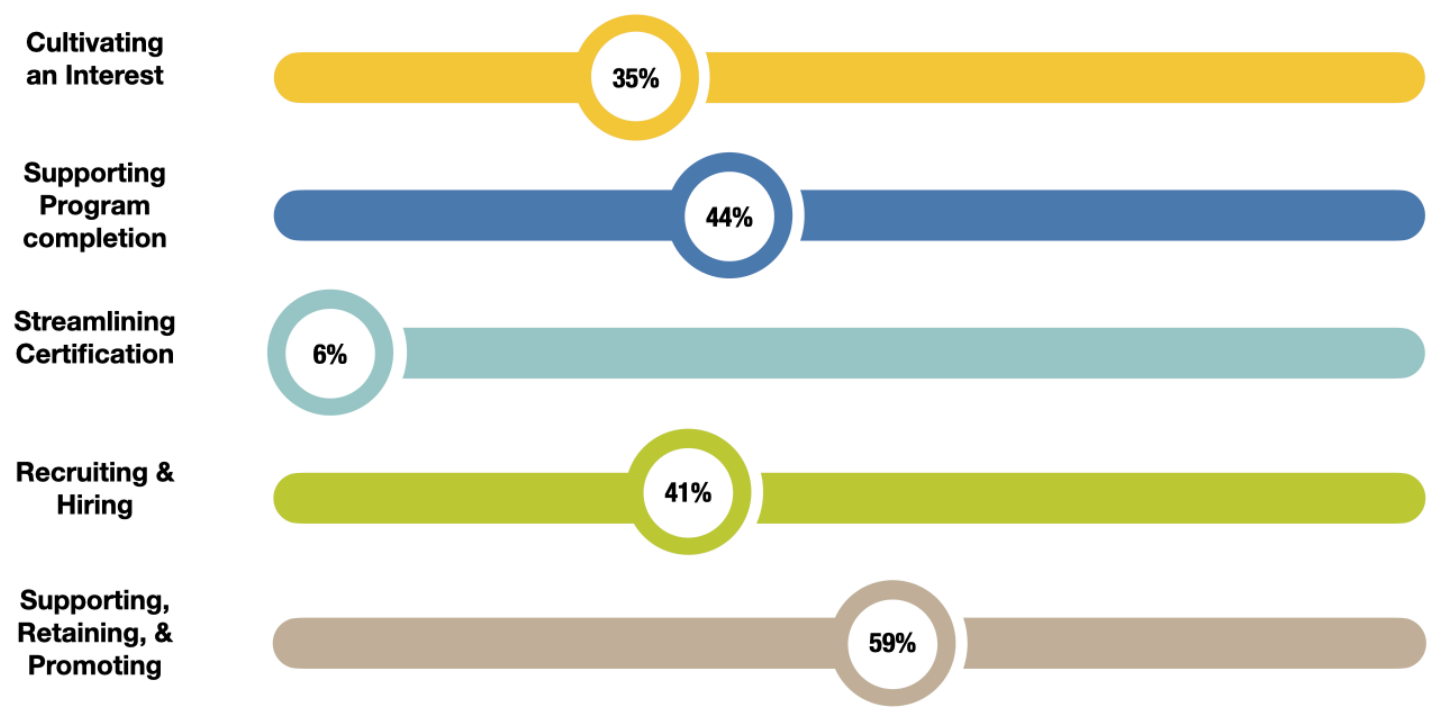
## Current Landscape of Educator Diversity Efforts in New England

The landscape mapping process identified over 140 programs, initiatives, partnerships, and organizations actively committed to diversifying the educator workforce in New England. Even with a narrowly focused set of search parameters described previously, the mapping process demonstrated growing momentum for efforts at multiple levels—from the state level to individual schools and communities—and across the five areas of the DEW framework to increase the diversity of the educator workforce. The landscape mapping process also revealed substantial variation across the region in terms of the:

- Focus on the work
- Saturation of programming available in different states
- Organizations, entities or individuals leading the work
- Specific audience(s) their efforts are intended to support

**Across all states, on which areas of the DEW framework are current programs, initiatives, partnerships, and organizations currently focusing their work?**

Each of the programs, initiatives, partnerships, and organizations identified in the landscape mapping process were coded by the DEW Collaborative team based on their alignment to the five DEW framework areas. Nearly sixty percent of programs included a focus on supporting, retaining, and promoting current educators of color, whereas only 6% percent specifically addressed trying to streamline certification processes. Fifty-one percent of the programs, initiatives, or organizations sought to address two or more of the DEW framework areas. The graph below illustrates the percentage of total programs, initiatives, partnerships, and organizations identified in each of the five areas.

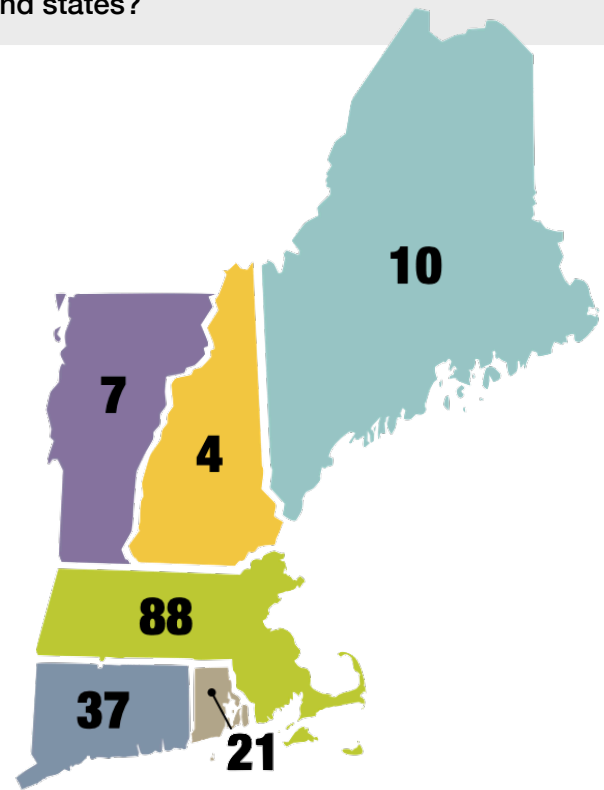


*Note: Many programs, initiatives, partnerships, and organizations in the region are working to address two or more areas from the DEW framework, and therefore percentages do not sum to 100%. A detailed list of programs identified is included in Appendix B.*

## How many total programs, initiatives, partnerships, and organizations focused on increasing educator diversity are currently in place in each of the New England states?

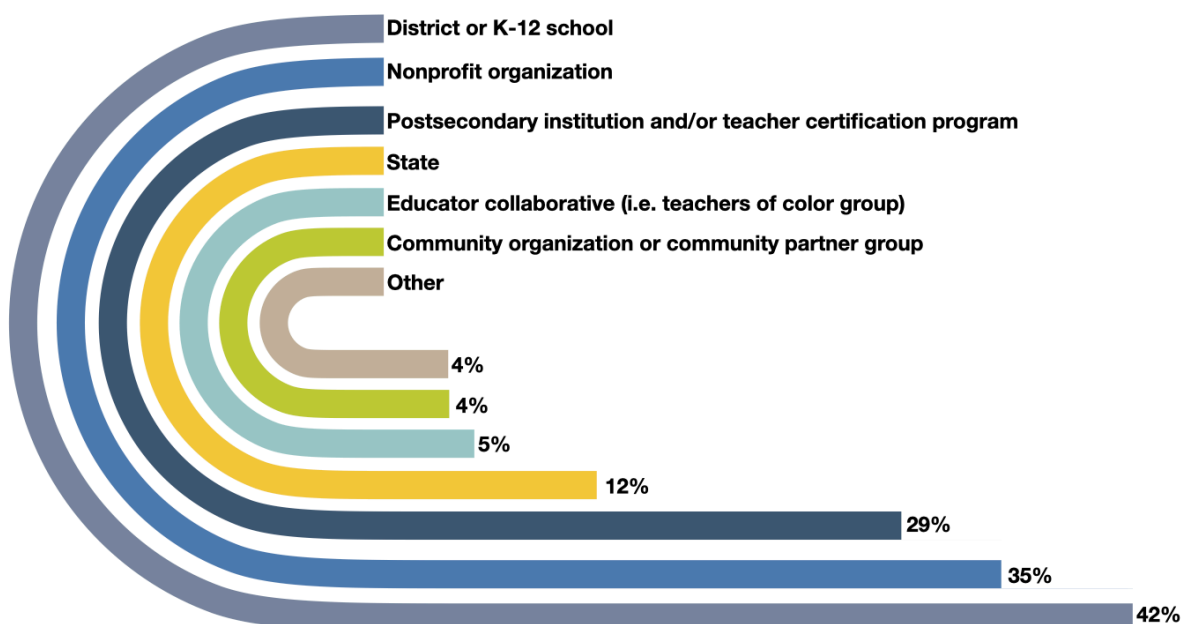
Not surprisingly, the total number of programs, initiatives, partnerships, and organizations working in each state varies across the region, with larger total numbers of programs correlating with greater state population density and diversity. The landscape mapping process found that Massachusetts had the highest saturation of programs, initiatives, partnerships, and organizations explicitly engaged in DEW-related work whereas New Hampshire had the fewest programs. That said, for the northern New England states in particular, the total number of programs explicitly focused on the five areas of the DEW framework is not necessarily indicative of a lack of interest or appetite for related work.

*Note: A detailed list of active programs, initiatives, partnerships, and organizations with an explicit focus on increasing educator diversity identified through the regional landscape snapshot process is included in Appendix B.*



## Who administers, leads, or partners in this work?

Across the region, nonprofit organizations, districts and K-12 schools, educator preparation programs, and state education agencies are leading the majority of the work underway. In many cases, the work is led or administered by two or more partner entities working in collaboration—for example, a district working with a higher education educator preparation program. The chart below shows the percentage of current programs and initiatives being administered or led by various entities.

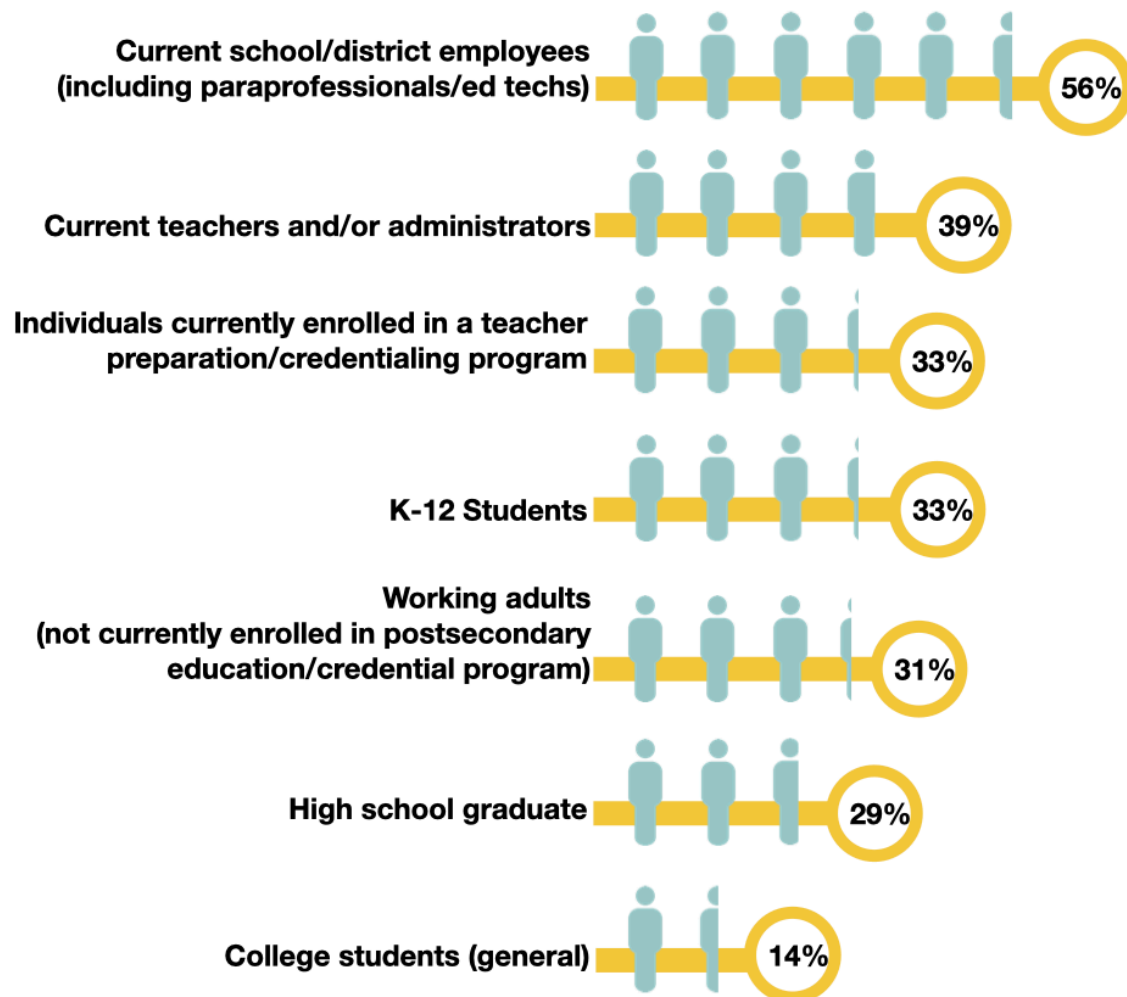


*Note: Many programs, initiatives, partnerships, and organizations in the region have multiple groups working together (e.g., district and nonprofit organization) to lead the work, and therefore percentages do not sum to 100%.*



**Which group(s) are the intended beneficiaries for these programs, partnerships, initiatives, or organizations?**

Given that nearly half of programs, partnerships, initiatives, and organizations in New England are focused on supporting, retaining, and promoting racially, ethnically, and linguistically diverse educators, current teachers and administrators are the most common beneficiaries of DEW-related work. Current school or district employees, including paraprofessionals and ed techs, are also a commonly targeted population for this work; this is reflective of a broader interest regionally in grow-your-own programs focused on cultivating a workforce from within a community.



*Note: Many programs, initiatives, partnerships, and organizations in the region have multiple groups working together (e.g., district and nonprofit organization) to lead the work, and therefore percentages do not sum to 100%.*

## What types of strategies and activities are being used to diversify the educator workforce?

The strategies and activities currently in place vary widely across programs, organizations, districts, states, and the DEW framework focus areas; however, a number of recurring strategies can be seen across the region.

Of the programs, partnerships, initiatives, and organizations identified:



**23%** provide scholarships or other financial support to cover the cost of tuition for licensure coursework or offer stipends during student teaching experiences



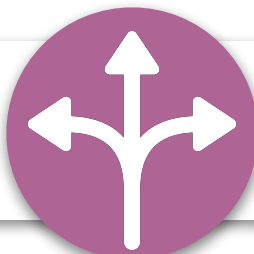
**21%** have established communities of practice, supportive networks, or other networking opportunities for current and potential educators



**16%** offer professional development opportunities to current and aspiring educators of color



**15%** leverage partnerships with institutions of higher education



**11%** include paraprofessional pathways programs and/or grow-your-own programs



**10%** include mentoring or coaching supports for current or potential educators of color



**10%** provide educators with leadership development and coaching opportunities



**10%** include affinity group spaces for racially, ethnically, and linguistically diverse educators to connect with and support each other



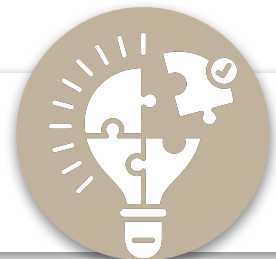
**9%** include advocacy work focused on creating the conditions to attract, retain, and promote a more diverse educator workforce



**9%** include opportunities for prospective educators to get hands-on experience working in schools



**9%** include teacher residency programs, where teacher candidates are paid to work directly in schools under the supervision of an experienced educator as they complete credentialing requirements



**7%** offer academic support and advising to teacher candidates to help support program completion

*Note: Programs, partnerships, initiatives, and organizations frequently use more than one strategy to work toward diversifying the educator workforce, and therefore percentages do not sum to 100%. A detailed table with frequency counts for the strategies and activities in place across the five areas of the DEW framework is included in Appendix C.*

## What areas tend to be addressed by policies with potential influence on DEW?

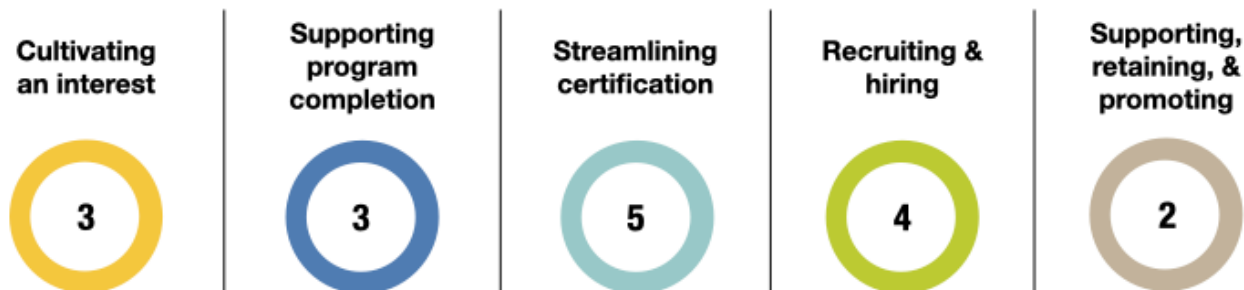
A review of relevant statutes, rules, and regulations for each of the six New England states revealed a variety of policies currently in place to deliberately increase the diversity of the educator workforce. Generally speaking, policies with potential influence on DEW tend to address the following areas:

- Collecting and reporting of local district data regarding the demographics of staff members
- Collecting and reporting of data regarding the demographics of educator preparation program candidates and faculty
- Establishing state DEW goals
- Establishing statewide programs and councils explicitly intended to diversify the educator workforce
- Establishing requirements, supports, and alternatives to licensing

## How many states have at least one policy that explicitly addresses an area of the DEW Framework?

Policies across states were categorized into the five DEW Framework areas. While five of the six New England states have enacted at least one policy intended to streamline the certification process, only two states have policies currently in place relevant to supporting, retaining, and promoting diverse educators. A detailed list of policies identified in each of the states is included in Appendix D.

### Number of states with at least one policy:



### State-by-State Breakdown: At Least One State Policy Currently in Place

State	Cultivating Interest	Supporting program completion	Streamlining certification	Recruiting & hiring	Supporting, retaining, & promoting
CT	Yes	Yes	Yes	Yes	Yes
MA	Yes	Yes	Yes	Yes	Yes
ME	No	Yes	Yes	No	No
NH	No	No	No	No	No
RI	No	No	Yes	Yes	No
VT	Yes	No	Yes	Yes	No

## Implications for Future Work

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Our landscape mapping process sheds light upon the varied and substantial efforts already underway across New England to increase the racial, ethnic, and linguistic diversity of the educator workforce. This snapshot strives to provide a starting point for educators, school and district leaders, higher education institutions, nonprofit organizations, community partners, policy makers, and state education agencies to take stock of the unique opportunities and challenges for the region. By systematically documenting what is, and is not, already happening with efforts to diversify the educator workforce, the DEW Collaborative hopes to position the region to build the structures, systems, and policies that can cultivate an interest in the teaching profession, ensure educators are well prepared and licensed, recruit and hire without bias, and retain and promote teachers and administrators. We hope the data captured in this snapshot serves as a germinator for reflection that both inspires new ideas and strategies and offers potential areas for growth and expansion.

In this spirit, we offer the following questions as possible seeds for future conversations about practices, partnerships, resources, policies, and data we believe are needed to create and sustain system-level change:

- **PRACTICES:** What practices can or must we implement to successfully diversify our workforce? What can we learn from other organizations?
- **PARTNERSHIPS:** What types of partnerships and collaborations does your state, community, district, and/or school need to create or sustain to increase the diversity of the educator workforce?
- **RESOURCES:** To what extent have commitments to diversifying the educator workforce being translated into financial, time, and human resource allocations to implement and sustain the commitment?
- **POLICY:** What policies can you advance and enact in your district or state to ensure that diversifying the educator workforce becomes a priority?
- **DATA MONITORING:** What data would be most helpful for schools, districts, and/or states to track and publish to better understand progress toward building a more diverse educator workforce?
- **EXISTING EFFORTS:** How can current efforts to address educational equity happening in schools, districts and initiatives connect to and help to support the need to diversify the educator workforce?
- **SYSTEMS CHANGE:** How is your state, community, district, school, organization, or institution of higher education addressing efforts to diversify the educator workforce with an eye towards systemic solutions that go beyond short-lived initiatives or the passion and energy of sole champions?
- **LEVERAGING ESSER FUNDING:** How is your district ensuring that it is using its allocation of federal funds such as ESSER to invest in strategies that will diversify its educator workforce?

## Acknowledgements

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The DEW Collaborative would like to thank the members of the Task Force on Diversifying the Educator Workforce and our state education agency partners for continuing to share their time and expertise through the completion of this landscape mapping. The landscape mapping work was not easy. It required rigorous research, leveraging existing relationships, and building new relationships. We are indebted to the many education and community leaders across the region who answered our call for information and insights. Their perspectives and connections made possible the arduous job of documenting the wide range of currently-active programs, initiatives, partnerships, and organizations in New England working to build a diverse educator workforce. This report would not have been possible without the support of our funder, the Barr Foundation.

The following members of the Great Schools Partnership conducted this research and prepared this report:

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## APPENDIX A: Landscape Mapping Definitions

To guide our landscape mapping process, our team developed a set of search terms and definitions to help guide our search process. Definitions were initially developed based on definitions outlined in the DEW Task Force report and expanded upon based on outreach to stakeholders in the field. The definitions are intended to be inclusive of a wide range of programs, initiatives, partnerships, and organizations while maintaining a clear focus on the outcome of increasing diversity of the educator workforce in New England.

Key search considerations:

- Programs/initiatives/organizations included were **active** during the time of the landscape mapping (August 2021-February 2022) and have an **explicit** and **named focus** on increasing educator diversity.
- How are we defining “educator”? We are using the most inclusive definition of educator, which includes any school/district staff who are involved in students’ educational experience (e.g., paraprofessionals, teachers, counselors, interventionists, administrators).


























Focus Area	DEW Report Definition	Regional Mapping Search Definition
<b>Cultivating Interest</b>	<i>“Cultivating an interest in becoming an educator means creating the environment and conditions that allow for racially, ethnically, and linguistically diverse students to see themselves as public school teachers”</i>	<p>Includes:</p> <ul style="list-style-type: none"> <li>- Programs/initiatives/organizations that explicitly target racially, ethnically, and linguistically diverse students in K-12 schools to encourage them to consider a career in education</li> <li>- Programs/initiatives/organizations that provide internships/hands on experiences in the educator sector to diverse students in K-12</li> <li>- Grow-your-own programs and supports focused around high school students, which provide students access to the coursework, interests, exposure, and credentials necessary to enter preparation programs</li> <li>- Programs/initiatives/organizations that deliberately target racially, ethnically, and linguistically diverse individuals post-high school (e.g., working-age adults and/or individuals currently enrolled in higher education) to encourage them to consider a career in education</li> </ul>









Focus Area	DEW Report Definition	Regional Mapping Search Definition
<b>Supporting program completion</b>	<i>"The research identifies a variety of barriers to program completion... navigating the transition from high school to higher education, the financial burden of higher education, perception of the teaching profession as low-paying or low-status, and basic skills tests as a prerequisite for teaching programs. Any potential solutions must be tailored to the needs of potential candidates and must work to address many of [these] barriers."</i>	<b>Includes:</b> <ul style="list-style-type: none"> <li>- Programs/initiatives/organizations that provide supports to racially, ethnically, and linguistically students/individuals to complete educator preparation programs</li> <li>- Programs/initiatives/organizations that specifically strive to reduce barriers to program completion, such as scholarship programs, stipend programs, and supports intended to provide support to candidates of color during the transition from high school to an educator prep program and/or during the time they are enrolled in the preparation programs</li> <li>- Programs/initiatives that target diverse paraprofessionals who have interest in pursuing teaching credentials</li> <li>- Grow-your-own programs and supports focused on paraprofessionals—providing access to the credentials necessary to become certified teachers</li> </ul>
<b>Streamlining Certification</b>	<i>"Most states require the passing of teaching licensure exams as part of their certification requirements."</i>	<b>Includes:</b> <ul style="list-style-type: none"> <li>- Statutes and regulations that directly reference diversifying the educator workforce</li> <li>- Programs/initiatives/organizations aimed at streamlining certification (ex: SBE sub-committees, SEA-led task forces aimed at revising certification standards, etc.)</li> <li>- Advocacy groups/efforts focused on streamlining certification processes</li> <li>- Alternative certification programs focused creating pathways for diverse educators to enter the profession</li> </ul>

















Focus Area	DEW Report Definition	Regional Mapping Search Definition
<b>Recruiting &amp; Hiring</b>	<i>“Recruiting and hiring more educators of color is critical to increasing the diversity of our education workforce. If our system is able to recruit, train, and certify aspiring racially, ethnically, and linguistically diverse teachers and leaders, it also needs to ensure that they are made aware of openings, feel welcome to apply, and have screening, interview, and job offer experiences that are inclusive.”</i>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>- Teacher residency programs that target diverse educators (partnerships between district and higher education partner)</li> <li>- Grow-your-own programs and supports focused on paraprofessionals—providing access to the credentials necessary to become certified teachers</li> <li>- Programs/initiatives that target diverse paraprofessionals who have interest in pursuing teaching credentials</li> <li>- Programs/initiatives/organizations, including district-led efforts, that have a deliberate focus on recruiting diverse educators to apply for educator positions</li> <li>- Programs/initiatives/organizations that provide supports to individuals during the job application process</li> <li>- Programs/training initiatives that target district HR departments focused on creating an unbiased and inclusive job application process</li> <li>- Initiatives/efforts, either by districts or advocacy organizations, to change the job application process to ensure that they are made aware of openings, feel welcome to apply, and have screening, interview, and job offer experiences that are inclusive</li> <li>- Programs/initiatives/organizations that seek to build the capacity of districts to systematically track data related to the diversity of their applicant pool and hired staff, as well as set targets based on data to increase the diversity of the educator workforce in the district</li> <li>- Grow-your-own programs focused on after-school staff</li> <li>- Financial incentive programs (e.g., mortgage assistance) to support educators of color in a specific district</li> <li>- Partnerships between school district and EPP that guarantees job placement after program completion</li> </ul>
<b>Supporting, retaining, &amp; promoting</b>	<i>“Supporting racially, ethnically, and linguistically diverse educators of color means ensuring that new teachers of color are assigned to and within schools equitably, and that schools and districts create effective systems to onboard, mentor, and support those teachers. States, schools, and districts must attend to inequitable pay and under-resourced schools, provide clear pathways for career advancement, and evaluate and promote educators equitably.”</i>	<p><b>Includes:</b></p> <ul style="list-style-type: none"> <li>- Programs/initiatives/organizations that convene or support the creation of affinity groups at the regional/state/district/school level</li> <li>- Programs/initiatives/organizations that network racially, ethnically, and linguistically diverse educators and provide spaces to share experiences, opportunities, positions.</li> <li>- Programs/initiatives/organizations that support (or incentivize) the career trajectory of racially, ethnically, and linguistically diverse educators (ex: Influence100 in MA, BLAC in CT, etc.)</li> <li>- Programs/initiatives/organizations that provide formal and informal mentoring opportunities to educators of color (paraprofessionals, teachers, building and district administrators).</li> </ul>





















### APPENDIX B: Landscape Mapping Program List [Publication date: March 20, 2022]

Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
A.L.L.I.E.D at Rhode Island College	RI	In an effort to recruit and retain students from historically underrepresented groups into the Rhode Island College's education programs, a one-credit course was designed to help students develop both academic and cultural competencies. For students who often feel disconnected and marginalized in their educational experiences, A.L.L.I.E.D. offered a unique space for building community and strengthening a sense of self.	    
AAPI Pipeline Project: Massachusetts Asian Pacific Islander Educator Pipeline Mentorship Program	MA	This program will begin to address the barriers to persistence for all participants, such as financial burdens, limited or inaccessible emotional support impacting self-esteem and self-worth, limited and inaccessible academic support, and culturally limited or discriminatory curriculum and pedagogy. The program is a three-part approach to recruitment, engagement, and retention for AAPI Educators.	    
Accelerated Community to Teaching Program (ACTT)	MA	The ACTT program prepares community members, career changers, paraprofessionals, and others to develop educator skills and knowledge in this year-long program. Participants are provided with MTEL support, a low-cost Chromebook through Tech Goes Home, and a provisional educator license.	    
Alma Exley Scholarship Program	CT	Alma Exley recognized that America's diversity is one of our country's greatest strengths. The Alma Exley Scholarship Program, established in her memory, is dedicated to promoting greater diversity in the teaching profession. Through scholarships, we are honoring and supporting outstanding students who are preparing for careers as public school teachers.	    
American Association of Colleges for Teacher Education (AACTE) Black and Hispanic/Latino Male Teachers Network Improvement Community	CT, MA	The Black and Hispanic/Latino Network Improvement Community brings together 10 AACTE member institutions to use improvement science to address the shortage crisis of Black and Hispanic/Latino learner-ready male teachers. Based on the wealth of research and observations in the field, having a teacher with whom students can identify improves mental health and academic achievement outcomes for culturally and linguistically diverse students. However, the ratio of diverse teachers to students in U.S. public schools is frighteningly low. AACTE members understand the negative impact that ignoring this crisis will have on PK-12 learners. Those that participated in the Network Improvement Community were able to spend coordinated time understanding the barriers to recruiting and retaining male teachers of color in their educator preparation programs and testing potential solutions.	    






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American Association of Colleges for Teacher Education (AACTE) Consortium for Research-Based and Equitable Assessments	RI	AACTE has launched the Consortium for Research-Based and Equitable Assessments (CREA), an initiative launched in 2021, to evaluate cut scores for entrance into educator preparation programs. Specifically, the Consortium seeks to examine the processes and considerations that states use to determine cut scores, and how they can be refined to attract, rather than exclude, potential teacher candidates.	
American Association of Colleges for Teacher Education (AACTE) Holmes Program	MA	The AACTE Holmes Program supports students who self-identify as racially and ethnically diverse and are pursuing graduate degrees in education at AACTE member institutions. The program provides mentorship, peer support, and professional development opportunities.	
Amherst Futures	MA	Mount Holyoke College is teaming up with Amherst-Pelham Regional Public Schools to help diversify the professional teaching staff in the school system. Amherst Futures invites paraeducators of color working in the Amherst-Pelham Regional Public Schools to apply for the coed, two-year Master's of Arts in Teaching Program through the College's division of Professional and Graduate Education. The College offers substantial scholarships to those who are accepted.	
Aspiring Latino Leaders Fellowship	MA	The Aspiring Latino Leaders Fellowship—facilitated by Latinos for Education—is a 9-month program that supports Latino education leaders in New England, Houston, Dallas and the Bay Area to advance in their leadership journey and ultimately expand their sphere of influence in the education sector, so more of our students succeed.	
Black Educators Alliance of Massachusetts (BEAM)	MA	The Black Educators Alliance of Massachusetts supports Black educators and improves the academic performance of all children, but particularly, Black children. BEAM supports the retention and success of Black educators by connecting them to professional development, networking, and mentorship opportunities.	
Black Educators Initiative at the National Center for Teacher Residencies	MA, CT	NCTR's Black Educators Initiative will improve student outcomes by increasing student access to effective, Black teachers. NCTR launched the initiative in September 2019 after receiving a five-year, \$20-million grant from the Ballmer Group to recruit, develop, and retain 750 new Black teachers through our national Network of teacher residency partners.	
Black Leaders and Administrators Consortium (BLAC)	CT	The mission of BLAC is to promote and advocate for the career progression of Black Leaders by providing mentoring, training, and networking opportunities which in turn will increase the number of Black leaders, the social capital of Black leaders, and create a community through which Black leaders share best practices.	
Boston Public Schools Affinity Group Gatherings	MA	Affinity group gatherings provide a space to share questions and concerns, celebrate cultural diversity and to support each other's work in a safe and inclusive environment working towards an anti-racist workplace. Active groups include Black & Brown at Bolling; APIDA (Asian, Pacific Islander, Desi American); ABA Specialists of Color; School Administrative Leaders of Color (SALOC); White Anti-Racist Affinity Groups.	







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Boston Public Schools Exit Interviews for School-Based and Central Office Staff of Color	MA	Exit Interview invitation provided to all separating school-based and central office educators of color with a survey and opportunity for an in-person interview. Exit data informs future retention efforts.	
Boston Public Schools- ALANA (African, Latinx, Asian and Native American) Educators Program	MA	The ALANA (African, Latinx, Asian and Native American) Educators program is open to all educators and provides an opportunity to connect. Networking gatherings are hosted in various neighborhoods in and around the city and virtually. Topics of discussion during the gatherings have included but are not limited to sharing expertise and experiences, learning from peers to plan career advancement, supporting new ALANA members in navigating systems (ex. selecting effective artifacts for performance evaluations), and engaging in intellectual discourse.	
Boston Public Schools- Degree Completion Support through Higher Education Partnerships	MA	Opportunities for Boston Public Schools employees to earn bachelor degrees & master's degrees at an employee discount from Boston College, Boston University, DUET/SNHU, Emmanuel College, Endicott College, Excelsior College, Northeastern University, and Regis College.	
Boston Public Schools- MTEL Prep and ESL Mentoring Program	MA	The MTEL Prep Support Program provides MTEL preparation resources, courses, and licensure guidance to all Boston Public Schools educators, including teachers on waivers and candidates within pipeline programs.	
Boston Public Schools- Outreach & Individual License Support for Provisional Teachers	MA	Boston Public Schools provides information and resource support in securing and completing the licensure process for all provisional teachers of color in the district. One-on-one consultation provided by the Retention Specialist.	
Boston Public Schools- School Leaders of Color (SLOC)	MA	The School Leaders of Color (SLOC) Network is a hub for school leaders to meet monthly and share their personal and professional experiences, ideas and perspectives and best practices in education. Participants in the network focus on solution-driven discussions and practices.	
Boston Public Schools- Women Educators of Color (WEOC) Executive Coaching Leadership Program	MA	The BPS Women Educators of Color (WEOC) Executive Coaching Leadership Program is a 9 month accredited program designed to increase engagement, retention and leadership rates for female staff of color within BPS. Each session is led and facilitated by current and former female leaders of color from the BPS or certified instructors sponsored by our university partners. Participants will receive a valuable combination of executive coaching, research-based content as well as a natural balance between self-reflection and peer interactions.	
Boston Public Schools-Educators of Color Monthly Newsletter	MA	Monthly newsletter sent to all educators of color in the district with special attention to newly hired and new to district staff of color.	

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Boston Public Schools: Latinx Educators' Recruitment Event	MA	During this event participants learn about various open teaching opportunities, the application and hiring process, and how BPS supports and develops our Latinx educators. This event is designed for Latinx educators who are interested in teaching particularly in one of our dual language programs, foreign language, English as a Second Language, and/or who are fluent in Spanish and licensed in a specific subject area.	
Boston Public Schools: Male Educators of Color (MEOC) Executive Coaching Leadership Program	MA	The BPS Male Educators of Color (MEOC) Executive Coaching Leadership Program is a 9-month program designed to increase engagement, retention and leadership rates for the male staff of color within Boston Public Schools. Each session is led and facilitated by current and former male leaders of color from the Boston Public Schools. Participants receive a valuable combination of executive coaching, research-based discussions as well as a natural balance between self-reflection and peer interactions.	
Boston Public Schools: Teacher Cadet Program	MA	BPS Teacher Cadet Program (formerly HSTT) is a district-wide full-inclusion pathway that identifies and cultivates culturally, linguistically and racially diverse middle and high school and college students who will become the educators of tomorrow.	
Boston Teacher Union Organizing Committees	MA	Boston Teacher Union's ad-hoc committees are ways for union members who are concerned or interested in specific issues to work together to address concerns and advocate for specific goals. Many of these committees partner with community, parent, and student partners to work towards their goals as well. Some of the organizing committees with activity related to diversifying the educator workforce include the Haitian Educators organizing committee, where Haitian educators and allies work to support the needs of Haitian educators, students, and parents in BPS schools.	
Breakthrough Boston: After School Teaching Fellows	MA	Breakthrough Boston trains high-achieving high school and college students to teach as part of its unique Students Teaching Students model. With guidance and support from Program Directors and experienced professional Instructional Coaches, college and high-school students shoulder the responsibilities of full-time educators as they implement curricula, plan daily lessons, manage student behavior, and commit their time to helping younger students follow in their footsteps on the road to college.	
Breakthrough Boston: Teaching Fellowship Program	MA	The Breakthrough Boston Teaching Fellow experience is designed for undergraduates of all majors and for those who intend to pursue careers in education, as well as those who haven't yet considered it. During a summer teaching residency with Breakthrough, fellows gain valuable classroom experience and grow their leadership skills in a fun and supportive community. They receive 100+ hours of training and continued coaching from professional educators; participate in a nine-week summer program with living stipend; develop skills in presentation, public-speaking, collaboration, and leadership; teach academic and enrichment classes; learn classroom management, instructional strategies, and feedback techniques; work with a diverse group of motivated students, undergraduates, and professionals in a hard-working and fun community.	








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Breakthrough Manchester	NH	The dual missions of Breakthrough Manchester are to launch promising Manchester middle school students, particularly those with limited opportunities, on the path to college while inspiring high school and college students to pursue careers in education. Breakthrough Manchester's academic program is taught entirely by high-performing high school and college students between the ages of 16 and 22, under the close guidance of professional educators. As Breakthrough teachers, these dynamic young people have the unparalleled opportunity to take ownership of, and practice, all aspects of teaching, from planning, curriculum design, teaching methodology, and assessment.	    
Breakthrough Providence: Teaching Fellowship Program	RI	The Teaching Fellowship program is a leadership development and pre-professional program for students ages 16-22, that leverages the relational power of near-peers to serve as teachers, tutors, mentors, and advisors through a "students teaching students" model. This program consists of high school and college students, who serve as facilitators and tutors; mentorship by seasoned professional educators who train them in both theoretical and practical teaching methodologies; and ongoing training and professional development to support their growth and instructional practice, in hopes that they pursue careers in education.	    
Call to Teaching Initiative- Worcester State University	MA	Worcester State University's Call to Teaching Initiative seeks to address the shortage of teachers of color in local public schools by recruiting middle and high school students of color to learn the craft of teaching in one of our education major or minor programs. Our approach is to lead by example. We partner with recent Worcester State University graduates of color who have found jobs as teachers to be passionate spokespeople for the profession. They speak at events that we host—in collaboration with Worcester Public Schools and Quinsigamond Community College—throughout the year at our campus as well as organizations in the city of Worcester.	    
Cambridge Public Schools: Employee Resource Group (ERG) in partnership with the CEA Educators of Color Coalition	MA	Employee Resource Groups (ERGs) foster professional development and collegial support among individuals who share a particular background, interest, or issue. Building on the success of the 2019 Colloquium, where educators of color played a prominent role in elevating the visibility of community led equity work in the district, the Cambridge Public School District Plan identified the need to expand and strengthen support for ERGs, including recruiting, hiring, and retaining a CPS workforce that reflects the diversity of Cambridge. Support for these groups is jointly provided by Cambridge Public Schools Office of Human Resources and the CEA Educators of Color Coalition. The CEA's Educators of Color Coalition (EOCC) is committed to supporting, protecting, and empowering educators of color through healing, harm reduction, and building an anti-racist community dedicated to collective liberation. Some of the established groups include the Asian ERG, Black Leaders in Academics and Culture (BLAC), Latinx ERG, and the White Anti-Racism ERG.	    

















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Carpenter Scholarship	MA	The Carpenter Scholarship was established by Bridgewater State University in order to encourage Brockton High School graduates to come back to the city's school system as teachers. Bridgewater State University President had established a scholarship program in honor of the late Brockton Mayor Bill Carpenter. The scholarships will reinforce the Grow Your Own program that Carpenter supported to have Brockton graduates return to city schools to teach. The scholarship opportunities hope to bolster diversity in Brockton schools to reflect the diverse student population.	
Central Falls School District- Warriors Fellowship	RI	The Warriors Fellows program is a residency-like, urban teaching experience that provides graduates from schools of education, and those interested in entering the field, an opportunity to improve their learning and teaching practices while at the same time helping to bridge the gap between the academic and social-emotional support our students and families need in their schools and community.	
Chelsea Public Schools- The Teacher Pathway Program (TPP)	MA	The Teacher Pathway Program (TPP) is a part of a larger strategic effort to recruit and retain a significant number of effective teachers who represent the diversity of Chelsea's community and classrooms. TPP provides participants with guidance and support in pursuing college courses, teacher licensure testing, and overall career development. TPP includes the Parent to Paraprofessional and the Paraprofessional to Teacher programs.	
Coalition for a Multilingual Rhode Island	RI	Coalition for a Multilingual Rhode Island is a coalition of organizations and community members dedicated to creating a culturally sustaining educational environment where all Rhode Island students learn in multiple languages from Pre-K to college. One of the coalition's key legislative priorities is creating incentives to recruit and retain multilingual educators (bilingual/dual language, world language & others).	
Community Educator Pipeline	MA	Community Educator Pipeline's work grew out of the Lawrence Working Families Initiative, a cross-sector collaborative co-led by Lawrence CommunityWorks (backbone) and Lawrence Public Schools (LPS). Additional partners in the educator diversity work include the Lawrence Adult Learning Center, Northern Essex Community College, and The Community Group (TCG). Collectively, this program runs three interrelated initiatives to increase educator diversity within LPS: (1) recruiting local residents for training and certification as child-care providers and assistant childcare providers in either a home daycare or center-based care setting; (2) recruiting LPS parents, and other bilingual/bicultural community members, for training and placement as para-educators within LPS; and (3) running a 3-month MTEL bootcamp with intensive wrap-around and follow-up support for current bilingual/bicultural para-educators to help them start and complete the path to becoming fully credentialed classroom teachers.	







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Connecticut Association of Latino Administrators and Superintendents (CALAS)	CT	The mission of CALAS is to foster quality and equitable public education for Latino Connecticut students in order to inspire, cultivate, develop, and support Hispanic/Latino educational leaders and talent. Acting with urgency, CALAS is committed to supporting the professional growth of Hispanic/Latino talent through professional learning and networking opportunities.	
Connecticut Education Association (CEA) Ethnic Minority Affairs Commission	CT	The Ethnic Minority Affairs Commission, a standing Commission of the Connecticut Education Association, believes the Connecticut Education Association and its local affiliates are enhanced by diverse membership. The Ethnic Minority Affairs Commission (EMAC) promotes awareness of ethnic minority issues and encourages the development of organizational strategies to address those issues. EMAC supports the recruitment and retention of ethnic minority educators and promotes ethnic minority involvement at all levels of the organization.	
Connecticut Housing Finance Authority (CHRA)'s Recruit and Retain Minority Teachers Program	CT	This program run by the Connecticut Housing Finance Authority is designed to help teachers become homeowners in communities where they work.	
Connecticut State Department of Education (CSDE) Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce Guidebook	CT	Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection is intended to support districts and schools across Connecticut to increase the racial, ethnic and linguistic diversity of the teacher and leader workforce.	
Connecticut Teacher Residency Program	CT	The CT Teacher Residency Program is focused on diversifying the teaching staff across the state of Connecticut. We partner with school districts in a "grow-your-own" model leading to CT State Certification. Our Residents and graduates give students windows and mirrors into their lived experiences and possibilities for their future. Participating districts include Site 1- ACES [ACES, Hamden, Naugatuck, Region 15, Guilford, Southington]; Site 2 (CES) [CES, Darien, Fairfield, Stamford, Westport]; Site 3 (CREC) [Bristol, CREC, Ellington, Granby, New Britain, Odyssey School, Rocky Hill, Vernon, Wethersfield]; Site 4 (LEARN) [Groton, LEARN, Ledyard, Norwich, Stonington].	
Continental Society Daughters of Indian Wars Scholarship	CT, MA, ME, NH, RI, VT	Scholarships awarded to college students planning to work with a tribe or nation in the field of Education or Social Service. Scholarship recipients' career goals should involve working with Native Americans.	








































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Cynthia A. Lyons Center for Equity in Urban Education (CEUE)	MA	The Cynthia A. Lyons Center for Equity in Urban Education (CEUE) seeks to increase the number and diversity of qualified teachers in Chicopee, Holyoke, and Springfield. The CEUE helps bridge the 800-teacher annual gap across K-12 schools in the area, especially in specific roles such as special education, English language learners, and science, technology, engineering, and math. The center allows paraprofessionals already working in urban schools in these cities to get their bachelor's degree so they can pursue a teaching license. It also gives teachers or anyone else with a bachelor's degree the ability to pursue their master of arts in teaching degree.	
Diversifying Teacher Leaders Fellowship	MA	Lowell Public Schools, Project Learn, and UMass Lowell College of Education are committed to recruiting, supporting and retaining educators of color who represent the racial and ethnic backgrounds of the students and communities LPS serves. This initiative offers an opportunity to develop a cohort of teachers of excellence who become teacher leaders within LPS.	
Diversity in Ed: Diversity Recruitment Partners	CT, MA, RI, VT	The mission of Diversity in Ed is to connect teachers, school employers and professional teaching organizations. Diversity in Ed is a national magazine publication, job board, and teacher recruitment resource center that connects multicultural, job seeking teacher candidates with school employers and professional teaching organizations committed to diversity recruitment. Diversity in Ed Magazine is distributed to more than 450 universities and colleges.	
Driving Towards Educator Diversity Grant	CT, ME, MA, VT	This grant program, funded by the Barr Foundation, identified a cohort of school systems that will look deeply at their own data, listen to their educators, families, and students, and reflect on their current approaches to their workforce. With technical assistance provided by TNTP, grantees gain a deeper understanding of how well their current approach to recruiting, staffing, supporting, and retaining educators aligns with their vision and goals for diversifying their educator workforce, and identify areas for prioritization.	
Early College Worcester- Education Pathway	MA	Worcester Public School High school students prepare for college and career success through free college classes, skill-building workshops, and mentorship. The Early College Worcester Program is a partnership of Quinsigamond Community College, Worcester Public Schools, and Worcester State University.	
EASTCONN Diversity Educator Consortium	CT	The EASTCONN Diversity Educator Consortium provides assistance to public schools in our region to recruit, support, and retain a diverse educator workforce. Research confirms that all students benefit from interacting with teachers of diverse racial, ethnic, and linguistic backgrounds and this consortium explores opportunities and challenges that districts confront in their efforts to create a diverse learning environment for students.	
Eastern Maine Community College (EMCC) Learning Facilitator Program	ME	The Learning Facilitator Program is a high-touch, fast-track training program for paraprofessional level educators. The program was developed in partnership with the Maine Department of Education.	

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EdKnowledge	CT	A repository of research, promising practices, and models of success designed to attract, recruit, prepare, induct, support, advance and retain teachers of color.	
Educator-Scholars of Color Program at Salem State University	MA	The Educator-Scholars of Color program will focus on increasing racial and ethnic diversity in the teacher pipeline, initially focusing on the Gateway Cities of Salem, Lynn, Chelsea, and Revere, where Salem State School of Education graduates often serve as teachers and where white educators far outnumber educators of color.	
Educators for Excellence - Connecticut	CT	Educators for Excellence is a growing movement of more than 30,000 educators, united around a common set of values and principles for improving student learning and elevating the teaching profession. We work together to identify issues that impact our schools, create solutions to these challenges, and advocate for policies and programs that give all students access to a quality education. Educators for Excellence teachers have written more than 30 policy papers on topics selected by the local membership- diversifying the educator workforce has been historically featured as a policy priority.	
Educators Rising Academy	CT	School districts across Connecticut will be implementing the Educators Rising Academy curriculum, which introduces high school students early on to careers in education and diversifies pipelines to the state teacher workforce.	
Elementary Education Urban Initiative at Lesley University	MA	In this teacher residency, students start in summer and spend just over a year as a full-time participant immersed in the life of an urban Boston-area school. At the same time, they will take online and face-to-face coursework. Some courses will take place at the school site, resulting in cost savings. Students will gain a year's worth of deep experience in how to teach in a bilingual or multilingual elementary classroom. Program courses will cover elementary subject areas, curriculum development, literacy, English as a Second Language, and teaching students with diverse needs. The importance of equity and social justice is woven throughout the studies. Students and faculty work together to co-construct new knowledge and practices, and through self-reflection and examination of multiple perspectives, students emerge as an effective and compassionate educator.	
Elm City Montessori School Affinity Group	CT	Affinity group for educators of color at Elm City Montessori School.	
Equity Unbound at the Equity Institute	RI	Equity Unbound offers a pathway to talented BIPOC professionals to a college degree and teaching credential in less than three years. It is the result of a new collaboration between the Equity Institute and College Unbound. Their goals are simple: To recruit, develop, support, and retain a more racially, linguistically, and ethnically diverse teacher workforce; to give more students of color the experience of being taught by teachers with similar background; to improve career choices/income for BIPOC professionals working in education; and to develop a new generation of education leaders.	






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Framingham Public Schools- Affinity Groups	MA	Framingham Public Schools launched a number of affinity groups to intentionally create space for staff of different backgrounds and identities to find a safe place for reflection, analysis and conversation. Ongoing affinity groups with a specific focus on racial, ethnic, and/or linguistic affinity include People of Color (POC), Black Educators, Latinx, White Educators for Social and Racial Justice, Multi Racial Families, Immigrants & Refugees, and Administrators of Color.	
Framingham State University Residency Program	MA	Framingham State University (FSU) is partnering with Framingham Public Schools (FPS) and the National Center for Teacher Residencies to develop a new residency program that will guide applicants from bilingual and underrepresented backgrounds toward teaching careers at the early, elementary, or secondary level.	
Freedom Dreams	RI	Freedom Dreams is an organization committed to realizing the dream of freedom by building intentional, innovative, and sustainable systems designed to empower Black and Brown excellence. In partnership with the Rhode Island Foundation, Freedom Dreams facilitates the Teacher Diversity Collective Impact Forum- a multi-stakeholder group working towards developing a collective impact process to diversify teacher education in the state of Rhode Island.	
Future Teachers Club	MA	The partnership between Holyoke Public Schools and Umass Amherst is supporting the establishment of a Future Teachers Club at Holyoke High School for students to learn more about the teaching profession and critical approaches to teaching through events, panels, and discussions.	
Generation Teach	MA, RI	Generation Teach facilitates learning experiences that center the history, stories, and strength of people of color and provide all participants with windows and mirrors of their own lived experiences. Programs include the Summer Teaching Fellowship and the Leadership Residency.	
Greater New England Alliance of Black School Educators	CT	The mission of the Greater New England Alliance of Black School Educators is to promote and facilitate the education of all students, Black students in particular. Additionally, it seeks to establish a coalition of Black educators and others directly or indirectly involved in the educational process. Moreover, it seeks to create a forum for the exchange of ideas and strategies as well as improve educational opportunities. Finally, it seeks to identify and develop Black professionals who will assume leadership positions in education who will eventually influence public policy as it concerns the education of Black people.	
Grow Scholarship at Umass Lowell	MA	The scholarship—supported by alumni Janis and John Raguin—is designed to encourage a diverse group of high school students to become teachers and settle into jobs at local schools to inspire others to do the same. The goal of the scholarship is to bridge the education and diversity gap between educators and their students.	







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Hartford Public Schools Paso a Paso Puerto Rico Recruitment Program	CT	Hartford Public Schools seeks to hire bilingual teachers as part of the Paso a Paso Puerto Rico Recruitment Program to fill vacant positions for the 2022-2023 in the following content areas: Bilingual elementary, TESOL, world language, mathematics, science, and special education.	
Harvard Teacher Fellows: Affinity Spaces for Fellows of Color	MA	Since the program's founding in 2015, 52% of Harvard Teacher Fellows (HTF) have identified as African American, Asian, Hispanic, Native American, or Multi-racial. Additionally, 36% of our current fifth cohort are the first in their families to graduate from college. HTF creates and supports out-of-class programming around diversity, equity, inclusion, and anti-racism. HTF provides spaces and supports for Fellows of color, and explicitly trains ALL Fellows to work as anti-racist educators in schools with mostly students of color. Beyond coursework, our programming has included affinity spaces for Fellows of Color.	
He Is Me	MA	He Is Me's goal is to empower Black men to discover teaching. Districts have struggled to recruit, retain, and retire Black men from their classrooms. We offer collaborative programs to help them see teaching from a different lens. He Is Me hosts STEAM programs for middle school boys of color and recruits Black men in college to serve as teaching fellows to facilitate the lessons. The fellows also spend time exploring their teaching experiences, their historical relationship with schools, and their overall perspectives given their own identities and personal stories. Upon college graduation, teaching fellows matriculate into teacher residency programs to hone the technical skills of teaching before entering the classroom as a full-time lead teacher.	
High School Senior Internship Education Project (HSSIEP)	MA	HSSIEP provides work-based learning experiences in the field of education to highly motivated high school seniors in good academic standing, while supporting their school and community-based partners. HSSIEP's goals include offering high school seniors the opportunity to complete a paid work-based learning education internship; accelerate the growth of the teacher pipeline in MA with a particular focus on increasing racial/ethnic diversity; and improve educational outcomes for underserved students, particularly younger learners, due to the pandemic.	
Holyoke Public Schools and UMass Amherst Grow Your Own (GYO) partnership	MA	UMass Amherst and Holyoke Public Schools are designing the Grow-Your-Own pathway to support students to begin progress on their educator licensure.	
Holyoke Public Schools: Future Educators Signing Day	MA	Holyoke High School seniors sign letters of intent committing to attend the college or university of their choice to pursue a degree in the field of education. The ceremony serves as a means to celebrate and recognize the hard work and commitment of seniors who are on the path to become future educators, and encourage and inspire others in the community who may be interested in this career pathway. These students are guaranteed a practicum at Holyoke Public Schools with a commitment to advanced placement in the district's compensation system.	

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InSPIRED Initiative	MA	The InSPIRED Initiative connects current educators with DESE to help cultivate, support, and retain a culturally responsive and diverse educator workforce in MA schools. The Initiative promotes education as a meaningful, rewarding career pathway and elevates the voices and brilliance of educators of color. The Initiative consists of two communities: 1) Statewide Affinity Network, which aims to create a safe space for educators of color to network, engage in dialogue about their authentic experiences, and explore professional development opportunities and/or action that makes for a more equitable experience in their schools. 2) InSPIRED Fellowship, which is a selective opportunity for current educators who leverage their backgrounds and personal connections to communicate stories and calls to action to current and prospective educational leaders, helping them understand the impact of BIPOC on PK–12 students.	    
Inspiring Minds Explorers Internship	RI	Explorers are multilingual and multiethnic youth ages 16-24 who participate in a mentoring program and are provided a paid internship in Providence classrooms gaining experience on their journey to becoming professionals in Providence schools. Explorers support Pre-K to grade 5 students in a Providence Public School. They are matched with students in small groups to develop a trusting relationship and to engage in structured activities, often around a classroom or homework-related topic. In addition to 80 hours of paid service learning, Explorers are paid to attend 5 individual mentoring sessions with the program director and attend a minimum of 20 hours of paid professional development annually.	    
Journey into Education and Teaching (JET)	MA	JET is a proven pathway into teaching for paraprofessionals ready to become licensed teachers. Our innovative model addresses an urgent need in urban schools—the recruitment and retention of diverse teachers—while advancing the educational and economic opportunities of high-potential adult learners.	    
Latino Board Fellowship	CT, MA, ME, NH, RI, VT	The Latino Board Fellowship—facilitated by Latinos for Education—identifies, supports and places Latinos working within and outside the education sector in New England and Greater Houston onto governing boards of schools and education nonprofit organizations. Board members play an important role in addressing educational inequity and influencing better educational outcomes for all children.	    
Latinos for Education	MA	dedicated to developing, placing, and connecting essential Latino leaders in the education sector. Latinos for Education is building an ecosystem of Latino advocates by infusing Latino talent throughout the education system.	    
Latinx Teachers' Fellowship	MA	The Latinx Teachers' Fellowship—facilitated by Latinos for Education—will provide a national cohort of 50-75 Latinx K-12 classroom educators with a learning network of peers and the tools to collaboratively prepare to maintain and improve the skills needed to serve large ELL and other marginalized populations.	    







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Leadership Licensure Program for Superintendents (LLPS)	MA	A collaborative effort with Teachers21, the Massachusetts Association of School Superintendents, and Boston College, the program pulls together a cohort of currently practicing administrators to get their doctorate in educational leadership. The program includes a focus on educational diversity and actively builds a racially diverse cohort of participants.	
Lesley University: Cambridge Public Schools Paraprofessionals Master's Degree Partnership	MA	Lesley University launched a new partnership with Cambridge Public Schools to provide the school district's teacher's assistants with an accessible and affordable path to a master's degree and elementary education licensure. Overseen by the Lesley's Center for Advanced Professional Studies, the program will diversify Cambridge Public Schools' teaching workforce by tapping the ranks of district paraprofessionals, who more closely reflect the racial and cultural diversity of the student population. The paraprofessionals will earn their licenses and move into lead teacher positions across the district, increasing their earning potential as a result of furthering their education.	
Lesley University: Framingham Public Schools Paraprofessionals Master's Degree Partnership	MA	Lesley University launched a new partnership with Framingham Public Schools to provide the school district's teacher's assistants with an accessible and affordable path to a master's degree and elementary education licensure.	
MA DESE (Massachusetts Department of Elementary and Secondary Education) Teacher Diversification Guidebook	MA	The purpose of this guidebook is to support district and school leaders to design and implement a teacher diversification strategy in service of achievement and equitable outcomes for students.	
Maine School Management Association	ME	Maine School Management Association works to build the capacity of school board members to engage in unbiased hiring for superintendents. This included designing a series of learning activities to take school board members through that explain educational equity and implicit and explicit bias with the intention of redesigning outreach, engagement, and follow through to explicitly attract candidates of color.	
Mary, Joan, and Nancy Scholarship at UMass Lowell	MA	Mary, Joan, and Nancy Scholarship is intended to help first-generation students at UMass Lowell launch a teaching career in the College of Education.	
MASS Teach	MA	MassTeach is a program that is designed to recruit more teachers of color into K12 classrooms by intentionally partnering with community colleges. Students who are studying a STEM field at any of the fifteen Massachusetts community colleges and are interested in giving back to their community through teaching should consider applying to MassTeach.	














Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Massachusetts Association of School Superintendents Affinity Groups	MA	MAALANA educators are Multiracial, Asian, Arab, African Descent, Latino/a, and/or Native American teachers, advisors, counselors, administrators, staff, and tutors who are the “only” or “one of few” of their “affinity group” in their building or school system. These affinity groups are intended to create a space for interactions as cross cultural communications and an opportunity to meet with other educators of color to talk about students of color.	
Massachusetts Association of School Superintendents Aspiring Superintendents Program	MA	The goal of the Aspiring Superintendents program is to grow district leaders through a training program designed to increase the ranks of racially and ethnically diverse district leaders. The program is designed to help aspiring superintendents to understand the role and how to apply for jobs.	
Massachusetts Department of Elementary and Secondary Education (MA DESE): Center for Strategic Initiatives (CSI) Developed Teacher Recruitment Activities	MA	Beginning in 2019, Commissioner Riley and MA DESE team members engaged in college recruitment activities in an effort to speak directly with college students about DESE's priority to diversify the Commonwealth's teacher workforce. Commissioner Riley, representatives from the Department of Higher Education, and InSPIRED Fellows have partnered with the Commonwealth's two-and-four year public institutions of higher education and engaged with over 400 college students.	
Massachusetts Department of Elementary and Secondary Education (MA DESE): Influence 100	MA	In 2019, only 4% of Massachusetts school superintendents were people of color, while 40% of the students served by public school districts were people of color. In the fall of 2019 in partnership with the Leadership Academy, MA DESE (Massachusetts Department of Elementary and Secondary Education) launched Influence 100 to increase the racial and ethnic diversity of superintendents in Massachusetts, create more culturally responsive districts and leaders across the Commonwealth, and promote better outcomes for students. Since the program's inception, the number of superintendents of color has steadily increased to over 5% in 2021.	
Massachusetts Department of Elementary and Secondary Education (MA DESE): Promising, Recruitment, Selection, and Retention Strategies for a Diverse Massachusetts Teacher Workforce Guidebook	MA	The purpose of the Guidebook is to support district and school leaders to design and implement a teacher diversification strategy in service of achievement and equitable outcomes for students.	







Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Massachusetts Department of Elementary and Secondary Education (MA DESE): Teacher Diversification Pilot Program	MA	The Teacher Diversification Pilot Program is a state-funded pilot grant program that provides approximately \$2 million in competitive funding to support local school and district efforts to strengthen and diversify existing teacher recruitment and retention programs. The pilot program provides tuition assistance to support enrollment into an approved-educator preparation program, MTEL preparation, and examination vouchers to paraprofessionals with bachelor's degrees, school/district graduates and other college graduates; and provisionally licensed teachers. Schools and districts may also use grant funds to enhance teacher recruitment and retention efforts. Specifically, the pilot program supports high school education pathways; loan repayment reimbursement; relocation allowance; and signing bonuses.	
Massachusetts Department of Elementary and Secondary Education (MA DESE): Teacher Diversification Professional Learning Community (TDPLC)	MA	Through participation in the TDPLC, schools and districts focus on a range of components that are critical for a strategic approach to the recruitment, selection, and retention of staff of color. The ultimate goal is the recruitment and retention of a more diverse workforce, and, ultimately, improved, culturally responsive, educational experiences and improved outcomes for all students particularly students of color.	
Massachusetts Education Equity Partnership (MEEP)	MA	The Massachusetts Education Equity Partnership (MEEP) is a collective effort of civil rights, social justice, and education advocates from across the Commonwealth working together to promote educational equity for historically underserved students in our state's schools. One of MEEP's policy priorities is to diversify the educator workforce.	
Massachusetts Partnership for Diversity in Education (MPDE)	MA	The Massachusetts Partnership for Diversity in Education (MPDE) is committed to recruiting and assisting in producing career opportunities for educators and administrators from diverse backgrounds, and forming collaborative relationships that will enhance staff diversity within school districts.	
Meriden Public Schools People of Color Faculty & Staff Affinity Group	CT	Affinity Groups serve as a support network for Teachers of Color (TOC).	
Minority and Bilingual Teaching Pipeline Program	CT	This pipeline program started in 2015 to address the dire need for educators from diverse backgrounds to better represent the student body. Juniors and seniors earn three college credits and gain experience teaching in a classroom. The program is a partnership between the CT Department of Education, Danbury schools, and Western Connecticut State University.	






































Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Minority Teacher Incentive Grant	CT	The Minority Teacher Incentive Grant Program provides up to \$5,000 a year for the final two years of full-time study to minority undergraduates enrolled in a Connecticut teacher preparation program. The program also provides eligible students with up to \$2,500 in yearly stipends for up to four years of teaching in a Connecticut public elementary or secondary school. To qualify, you must be a full-time college junior or senior of African American, Hispanic/Latino, Asian American or Native American heritage; be nominated by an Education Dean (or appropriate official) at whichever participating college you attend; begin teaching in a Connecticut public school within 16 months of graduation to receive the annual stipend.	
Minority Teacher Recruitment Policy Oversight Council	CT	The Council advises the Commissioner of Education, or the commissioner's designee, on ways to encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs; recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers. The Council also advises on recruiting and retaining minority teachers in Connecticut schools, recruiting minority teachers from other states to teach in Connecticut schools, and recruiting minority professionals in other fields to enter teaching.	
Mount Holyoke College Urban Teachers Pathway Program	MA	The goal of the program is to improve educational outcomes for students by increasing staff retention and enhancing the qualifications of Holyoke Public Schools educators, who will earn their master of arts in teaching (MAT) degrees at minimal cost through Mount Holyoke.	
New Bedford Connects at New Bedford Public Schools	MA	New Bedford Public Schools' Diversity Recruitment and Retention Committee (DRRC) launched New Bedford Connects: a BIPOC affinity group. Staff who identify as Black, Indigenous, and/or People of Color are cordially invited to meet, connect, and network with other BIPOC educators in the district in order to experience collective growth and support.	
New England Minority Recruitment (NEMNET)	CT, ME, MA, NH, RI, VT	NEMNET, a national diversity recruitment & consulting firm, is committed to assisting schools and organizations in the recruitment and retention of diverse teachers, administrators and coaches. The primary goal is to serve as a resource to public and private schools [K-12], colleges and universities, and non-profit organizations nationwide.	
New York University (NYU) Teacher Residency in Danbury Public Schools	RI	The NYU Teacher Residency in Danbury Public Schools is a one-year 30-credit master of arts in teaching program. There are opportunities to be hired as a full-time substitute teacher at a compensation of \$18,000 during the course of your residency year. For those who don't want to work full time, there is a part-time (20-hour per-week) student teaching option. The district aims to recruit, employ, and retain a culturally responsive workforce.	

Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Newton Public Schools: District BIPOC Affinity Groups	MA	Staff of Color in Newton Public Schools represent a small percentage of the overall school population. This may present challenges of isolation, exclusion and lack of community. With support from Newton Schools Foundation, we have launched district-wide affinity groups for all NPS staff who identify as BIPOC. The hope is that providing affinity spaces will offer a place for support and safety which will positively impact experiences in Newton Public Schools.	
Next STEP	ME	Next STEP is a public 7-12 school program that is rooted in the principles of a local youth development organization, Tree Street Youth. The Next STEP team then developed unique school-based practices to meet the diverse needs of our community. Two of our key principles are that we are designed for the most vulnerable in our community, and we are driven by those who are most proximate to the issues (staff and students).	
NextGen Educators	CT	Rising to these challenges, the Connecticut State Department of Education has partnered with Central Connecticut State University to launch a new initiative — NextGen Educators. This program is designed to bring highly motivated college students seeking education degrees into Connecticut's classrooms today. Not only does this initiative address today's most pressing needs, it can serve as an innovative teacher pipeline for well-qualified educators — now and into the future.	
Paradigm Shift	MA	Paradigm Shift's goal is to create a more diverse teacher workforce. The organization represents a coalition of school districts, colleges and universities, unions, workforce agencies, and community organizations actively working together to help Black and Latinx paraeducators and teachers on a waiver become fully licensed teachers. Paraeducators represent our diverse communities and have valuable classroom experience. Many want to become teachers but may need help navigating the system. Paradigm Shift offers hands-on support and guidance to help these participants on their journeys through graduate school and teacher licensure testing. We work with their districts to improve retention practices so our new teachers want to stay where they are needed most — at the front of the classroom.	
Paraprofessional Teacher Preparation Grant Program	MA	The Paraprofessional Teacher Preparation Grant Program provides financial assistance to Massachusetts residents who are currently employed as paraprofessionals in Massachusetts public schools, but wish to become certified as full time teachers. This grant is designed to reduce their financial burden and help address the Commonwealth's current teacher shortage.	


























Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Pathways to Teacher Diversity at Lasell University	MA	The Pathways to Teacher Diversity (PTD) program creates channels for diverse undergraduate students who will be invested in serving as educators in their local communities. Since 2015, Lasell University partnered with high schools in Massachusetts to support students' interest in becoming teachers. The program recruited high school staff to identify diverse students with promising college careers in teaching. The program worked with diverse education students at the college to identify how they navigated the high school to college transition and how they are succeeding as they get closer to graduation. The program then created a mentoring curriculum in those areas that can be used to ease the way for future diverse students preparing for college and teaching careers. We pair mentors-Lasell undergraduate education students-with high school students through in-person sessions on campus and at the high schools and online experiences.	
Portland Public Schools: BIPOC Career Pathways and Leadership Development	ME	In 2021, Portland Public Schools hired a new director, housed within the HR department, to oversee grants and initiatives related to BIPOC career pathways and leadership development. Specifically, this position oversees programs intended to recruit and support educators of color in the district.	
Portland Public Schools: Teach Portland	ME	To support school staff and other community members in becoming teachers in Portland Public Schools, with an emphasis on increasing the diversity of the educator workforce.	
Providence Student Union	RI	The Providence Student Union builds student power to improve their education and well-being. The Student Bill of Rights is a list of demands that make clear the education Providence students envision and deserve. Article 7 notes that students have the right to a diverse school staff.	
Re*generation	RI	Re*generation is the new iteration of the Rhode Island EduLeaders of Color run by the Equity Institute. It is now open to folks outside of Rhode Island and beyond education and because they are meeting online, anyone can join. Re*generation is a people-centered initiative focused on education, working at the intersection of all fields to unite, support and empower people of color.	
Reach to Teach - Westfield State University	MA	Reach to Teach (RTT) is a partnership between Springfield Public Schools and Westfield State University (WSU) that was created with the intent of encouraging students of color graduating from Springfield Public Schools to enter into the teaching profession, especially in the fields of math, science, and special education. Qualified high school graduates are guaranteed admission into WSU's teacher licensure program. RTT provides students with mentoring support while at WSU. Successful graduates of RTT are then guaranteed employment as educators in the Springfield Public Schools.	






Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Region 2 Comprehensive Center (R2CC) Supporting Educator Diversity Efforts in Connecticut	CT	In collaboration with the REL-NEI, the R2CC is assisting the Connecticut State Department of Education as it undertakes a multi-year process for supporting districts development of strategic plans for increasing educator diversity, in compliance with Connecticut Public Act 18-34. This project is intended to increase educator diversity and Connecticut students' access to educators from diverse racial, ethnic, and linguistic backgrounds.	
Regional Education Service Center (RESC) Minority Teacher Recruitment (MTR) Alliance: School/District Grant Program	CT	The Regional Education Service Center (RESC) Minority Teacher Recruitment (MTR) Alliance, in partnership with the CSDE will be supporting districts and schools in their efforts to recruit and retain a racially, ethnically, and culturally diverse professional educator workforce by providing funding to develop or support the implementation of efforts that include, but are not limited to: teacher recruitment, supporting pathways to teaching, and/or efforts focused on the retention of educators of color.	
Relay Graduate School of Education	CT	Relay's mission is to ensure that all students are taught by outstanding educators. The core of Relay's mission is to prepare teachers and school leaders to help all students develop the academic skills and strength of character needed to succeed in college and later life. This commitment extends to supporting and preparing diverse teachers. Since 2016, more than 100 aspiring teachers have completed Relay's teacher certification program, with more than 70 percent identifying as teachers of color.	
Rhode Island Department of Education (RIDE) Educators of Color Committee	RI	Our mission, because this is a partnership between all of us, is to create structural changes to eliminate disparities and uphold our core values of Anti-Racism, Equity, Diversity, Inclusion, Empowerment, and the Health and Safety of all students, families, educators and staff. One of the five subcommittees focuses on hiring and retention support systems for educators of color.	
Rhode Island Foundation-Providence Public Schools (PPSD) Initiative to Increase Number of Teachers of Color	RI	The Rhode Island Foundation has raised \$3.1 million to increase the number of teachers of color in Providence public schools. The funding will be used to offer candidates a college loan-repayment incentive totaling up to \$25,000 over the first three years of employment. The incentive will be in addition to the standard compensation package that the Providence Public School District (PPSD) offers all teachers. The district hopes to hire more than 125 minority teachers over the next five years through the program.	
Rhode Island KIDS COUNT	RI	The mission of Rhode Island KIDS COUNT is to improve the health, safety, education, economic well-being, and development of Rhode Island's children with a commitment to equity and the elimination of unacceptable disparities by race, ethnicity, disability, zip code, immigration status, neighborhood, and income. Rhode Island KIDS COUNT advocates for policies, budgetary investments, and programs that can increase the percentage of educators of color in Rhode Island public schools.	

Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
S-Cubed	MA	S-Cubed is a Massachusetts Department of Elementary and Secondary Education-approved program for teachers who currently work in the Springfield Public School System and are looking to receive their post-baccalaureate initial teaching licensure. The program, which can be completed in just one year for licensure (24 credits), offers a unique partnership between Springfield College and Springfield Public Schools in that students enrolled in the program will receive \$5,000 from Springfield Public Schools toward their tuition. Additionally, upon successful completion of the initial licensure program through S-Cubed, participants are eligible to take, at a special reduced tuition rate of (approximately a 40 percent reduction), the three additional courses that are required to earn a Master of Education degree at Springfield College.	    
Springfield Promise Fellowship	MA	American International College and the Springfield Public Schools have partnered to develop the next generation of leaders by offering Promise Fellow Scholarships to exceptional educators. We believe that by investing in the district's greatest commodity, its highly qualified and talented educators, we can create a pipeline of strong dedicated agents of change.	    
TEACH 180 Days in Springfield M.Ed.	MA	Students in TEACH 180 Days in Springfield prepare for initial licensure for middle or high school and master's degree in the space of an academic year, while teaching at a school in Springfield, MA. In that time, they receive a thorough education in best practices, support from fellow students, and mentorship from faculty. They graduate with a deep understanding of urban education, an extensive professional network, and excellent job prospects.	    
TEACH Connecticut	CT	The TEACH Connecticut campaign is led by the Connecticut State Department of Education and aims to provide tools and services that raise the image of the teaching profession, reduce the number of vacancies in certification shortage areas, and improve the quality and the diversity of new teacher supply.	    
Teach for America	CT, MA, RI	Teach for America recruits outstanding and diverse leaders to become TFA corps members. Corps members commit to teaching for two years in a low-income community, where they are employed by local schools and confront both the challenges and joys of expanding opportunities for kids. Teach For America is the talent pipeline that most closely reflects the demographics of children attending public schools. Half of our corps members identify as people of color, half come from a low-income background, and one-third are first generation college graduates.	    
Teach Maine	ME	TeachMaine is an initiative of the Maine Department of Education seeking to attract and retain talented educators who understand the "magnitude of the mission" of public education. Efforts have included hosting regional thinking tanks; the educator talent committee; and the Learning Facilitator Credential Program.	    
















Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
Teach Western Mass (TWM)	MA	<p>Teach Western Mass (TWM) vision is that every classroom has an effective educator so that all students in Western Massachusetts have access to a vibrant education that will prepare them for college and career.</p> <p>The TWM Black and Latinx Educator Fellowship is a regional cohort of Black and Latinx teachers that enhances the opportunities for teachers and aspiring teachers to be successful. The fellowship is open to Black and Latinx educators who are accepted into the Teacher Western Mass Residency or the Certified Teacher Program. Fellows receive individualized support and resources including signing bonuses and funding.</p>	
Teachers Mortgage Assistance Program	CT	CHFA (Connecticut Housing Finance Authority) is proud to offer an additional 0.125% off already below-market interest rate loans to help teachers become homeowners in the communities where they work. CHFA will increase the rate reduction to 0.250% to help recruit and retain minority teachers who meet the eligibility criteria.	
Teachers' Lounge	MA	By removing the transactional nature and physical barriers associated with many recruitment fairs, The Teachers' Lounge serves as a space for educators of color, and friends, to convene monthly to learn about opportunities and resources available to them. Community partners, including school districts, service providers, and guest speakers, are encouraged to attend several events each season, in service of creating lasting relationships that are mutually beneficial to our community and institutions.	
The Boston Teacher Residency (BTR)	MA	Boston Teacher Residency, an AmeriCorps program, is a nationally recognized clinical teacher preparation program whose graduates support student achievement from day one and who stay in teaching, continuing to refine and improve their practice. Created in 2002 as a joint initiative between the Boston Public Schools and Boston Plan for Excellence, we designed BTR to meet the evolving needs of Boston's children and families, and we have since prepared a diverse group of over 700 teachers in high need areas such as math, science and special education. In BTR's most recent graduating cohort (Spring 2021), 66.7% of residents were people of color and 55% identified as Black or Latino.	
The Connecticut Education Foundation Ethnic Minority Scholarship Fund	CT	The Connecticut Education Foundation, Inc. has established an annual scholarship for qualified ethnic minority candidates who are currently enrolled in a Connecticut public high school and intend to enter the teaching profession in Connecticut.	



Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
The Future Educator Academy	MA	The Future Educator Academy is a new initiative at Fitchburg State University designed to address the nation's changing demographics by recruiting and training future educators from traditionally underrepresented populations. The academy recruits students from Fitchburg High School and Leominster High School. Academy students earn a leadership certificate from Fitchburg State, as well as university credits that can be applied to their first year of college. They will also earn badges to build their resumes and gain knowledge and experience working with groups. Some of the badges include learning how to facilitate group activities; how to support students with mental health issues; working with underserved, traditionally marginalized, and disenfranchised students; and career planning. The future educators also participate in internships and community engagement.	    
The Institute for Recruitment of Teachers (IRT) at Phillips Academy Andover	MA	The Institute for Recruitment of Teachers (IRT) empowers talented underserved and underrepresented future educators to teach and serve as leaders in American education because diversity is essential to excellence. The IRT offers two distinct programs: the Summer Workshop for college juniors and seniors who intend to pursue graduate study immediately upon completion of their undergraduate degree; and, the Associate Program for college juniors and seniors, recent graduates, and working professionals who want to continue their graduate education in the humanities, social sciences and education.	    
The Morgan-Conquest Scholarship Fund at Southern Connecticut State University	CT	The Morgan-Conquest Scholarship Fund is designed to provide assistance to future teachers with preference given to minority students. Candidates are nominated and approved by College of Education faculty.	    
The Philo T. Pritzkau Fund at University of Connecticut	CT	This fund was established by Dr. Philo T. Pritzkau, emeritus faculty member of the Neag School of Education, to provide financial support for graduate students enrolled in the School. Priority consideration is given to African American, Hispanic American, and Native American students.	    
The Principal Residency Network (PRN) at the Center for Leadership and Educational Equity	MA, RI	The Principal Residency Network (PRN) is a residency-based building administrator PK-12th grade certification program approved by the Rhode Island Department of Education. The mission of the PRN is to prepare aspiring leaders through a residency-based preparation route to certification to champion educational equity through leadership of innovative schools for the purpose of improving student achievement.	    

Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
The Rhode Island School for Progressive Education (RISPE)	RI	The Rhode Island School for Progressive Education (RISPE) is Rhode Island's newest educator preparation provider and the first institution of higher education in the state to be founded with the express mission of diversifying Rhode Island's teacher workforce and promoting anti-racist education. As of spring 2021, RISPE runs a PK-12 ESL Certification Program and is poised to launch three alternative certification programs (in Elementary, Secondary Math, and Secondary Science Education) over the next year, pending RIDE approval. RISPE's plans for the future include the launch of two residency-style degree programs: an MAT with dual certification in Elementary and ESL Education and an MEd in Urban School Leadership with a Building Level Administrator certification.	
Today's Students/ Tomorrow's Teachers (TSTT)	CT	The TSTT program is based upon an 8-year, full circle, collaborative model. Partners include public school districts, colleges, and businesses that share our concern for the educational and career aspirations of all children. TSTT's mission is to recruit, mentor, and train culturally diverse and economically challenged students from high school through college and place them as effective teachers and committed leaders who strengthen schools and communities.	
Umass Boston Teach Next Year Program (TNY)	MA	Teach Next Year (TNY) is a one-year, full-time master's program to prepare educators to teach in urban schools. The TNY teacher residency program seeks committed individuals interested in making a positive impact on students' success in the program's partnering schools. It is an intensive, site-based educational experience and provides the support of professors, practitioners and colleagues while it supplies the challenge of study practice and exploration.	
Uncommon Schools Employee Referral Program	MA	Current staff (Uncommon Schools employ over 50% people of color) are likely to know other qualified candidates through social networks and can forward contact information to the human resources department.	
Uncommon Schools Summer Teaching Fellowship	MA	The Summer Teaching Fellowship (STF) is a paid 5-week teacher preparation program designed for rising college seniors (college juniors) who are committed to pursuing a career in urban education. Fellows gain the experience and support vital to develop, grow, and enhance their instructional skills. After spending time observing, learning, and supporting instruction, many Fellows receive and accept full-time offers to teach at Uncommon upon graduation. The Summer Teaching Fellowship is part of UnCommon Schools' diversity, equity, and Inclusion commitment to attract, hire and retain aspiring teachers with a unique and specialized understanding and connection to historically excluded and underrepresented communities in education.	



Program, initiative, partnership, or organization name	State(s)	What is the primary goal or mission of this program, initiative, partnership, or organization?	DEW Framework Area(s)
UTeach Program at Umass Lowell	MA	The STEM Teaching minor (UTeach) is designed to give STEM majors the opportunity to investigate and prepare for a career in teaching math, science or engineering in high school. The courses focus on teaching math, science, and engineering using an inquiry-based approach and project-based instruction. For those students who want to pursue a Massachusetts initial teaching license upon completion of the STEM Teaching minor, students complete a teaching practicum, teaching full-time in a high school classroom.	    
Vermont Educators of Color Association	VT	The goal of this association is to support educators of color in affinity spaces, to share resources, and to organize to make change.	    
Vermont Public School Administrators of Color Affinity Group	VT	A self-facilitated affinity group and safe space for BIPOC public school administrators in Vermont.	    

If you know of a program that we have missed, please let us know by contacting:  
 Glennys Sánchez, Senior Associate at the Great Schools Partnership  
[gsanchez@greatschoolspartnership.org](mailto:gsanchez@greatschoolspartnership.org)

## APPENDIX C: Summary of Activities and Strategies Across New England

TYPES OF ACTIVITIES / STRATEGIES	ACTIVITIES BY DEW FRAMEWORK AREA					
	TOTAL	Cultivating an interest	Supporting program completion	Streamlining certification	Recruiting & hiring	Supporting, retaining, & promoting
Scholarships and/or other financial support	20%	4%	14%	1%	8%	10%
Community of practice, supportive network, and/or networking opportunities	19%	3%	4%	1%	4%	7%
Professional development opportunities	15%	4%	6%	1%	4%	12%
Higher education partnerships	13%	6%	7%	1%	3%	5%
Para-professionals credential pathway program or grow-your-own program	10%	1%	6%	1%	4%	6%
Professional mentoring / coaching	9%	6%	4%	0%	2%	5%
Leadership development / leadership coaching	9%	3%	3%	1%	3%	9%
Advocacy work - Creating conditions to diversify	8%	3%	2%	3%	4%	7%
Affinity group	9%	1%	1%	0%	1%	8%
Hands-on experience in schools	8%	5%	2%	1%	3%	3%
Teacher residency program	6%	3%	5%	3%	3%	3%
Academic support & advising - Program completion	6%	3%	5%	1%	3%	3%
Alternative certification pathways	5%	2%	3%	4%	2%	3%
Exposure to education career pathways	5%	4%	2%	0%	1%	1%
Dissemination of research/data and/or information	6%	3%	2%	1%	4%	4%
Accelerated licensure	4%	1%	3%	0%	3%	1%
Fellowship	4%	2%	1%	0%	1%	3%
Job fairs	3%	1%	0%	0%	2%	0%

TYPES OF ACTIVITIES / STRATEGIES	ACTIVITIES BY DEW FRAMEWORK AREA					
	TOTAL	Cultivating an interest	Supporting program completion	Streamlining certification	Recruiting & hiring	Supporting, retaining, & promoting
District capacity building	2%	0%	0%	0%	2%	1%
Connecting districts with diverse candidates	1%	0%	0%	0%	1%	0%
Publicizing job postings	1%	0%	0%	0%	1%	1%
Program application / admissions support	1%	1%	1%	1%	1%	0%
School board capacity building	1%	0%	0%	0%	1%	1%
Community engagement program	1%	0%	0%	0%	1%	1%
Dual enrollment or early college program	1%	1%	0%	0%	0%	0%
Employee referrals	1%	0%	0%	0%	1%	0%
Induction programming	1%	0%	0%	0%	0%	1%
Learning sessions - webinars	1%	1%	1%	0%	1%	1%
Licensure support	3%	0%	1%	1%	1%	3%
Mental health / SEL supports	1%	1%	1%	0%	1%	1%
Peer support / affinity groups - Program completion	1%	0%	1%	0%	0%	0%
Union-led initiative	1%	0%	0%	0%	0%	1%
Stakeholder convenings	1%	0%	0%	1%	0%	0%

## APPENDIX D: Regional Policy Summary

The following pages include our state-by-state analysis of the extent to which a policy infrastructure is in place to support each of the five core elements of the DEW Framework. This is followed by a listing of relevant policies (with active links to source documents) and key excerpts for each of the five elements. To capture the extent of the infrastructure, we took note of the number of policies in place for each element and identified the following categories:

- No policies currently in place
- Emerging policy infrastructure (1-2 policies currently in place)
- Moderate policy infrastructure (3-5 policies currently in place)
- Robust policy infrastructure (6 or more policies in place)

We recognize that there are limitations inherent in this presentation and, in some cases, have made adjustments to our rating in the event that a particular enacted policy was either far-reaching in terms of its breadth or significant in terms of its leverage.

CONNECTICUT	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (3*)		X		
Supporting Program Completion (6*)	X			
Streamlining Certification (2*)			X	
Recruiting & Hiring (9*)	X			
Supporting, Retaining, & Promoting (3*)		X		

\*Number of state statutes addressing this element of the framework.

### Cultivating an Interest

1. [CGS Sec. 10-146h Report re quality of teacher preparation programs.](#)
  - a. Requires CSDE to report annually to the legislature on the quality of teacher preparation programs. The report must include, "(7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155l"
2. [CGS Sec. 10-156bb Minority Teacher Recruitment Policy Oversight Council.](#)
  - a. Establishes a Minority Teacher Recruitment Policy Oversight Council within CSDE. Outlines the membership of the Oversight Council (includes representatives from the minority teacher recruitment task force)
  - b. The Council's charge is to advise the CSDE leadership on, "(A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in

Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching.”

- c. Requires the Oversight Council to report annually to the CGA

3. [CGS Sec. 10-145a. Specific components of teacher preparation programs.](#)

- a. Requires all candidates entering a teacher preparation program that leads to professional certification to “complete training in culturally responsive pedagogy and practice”.

## Supporting Program Completion

1. [CGS Sec. 10-146h Report re quality of teacher preparation programs.](#)

- a. Requires CSDE to report annually to the legislature on the quality of teacher preparation programs. The report must include, “(7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155l”

2. [CGS Sec. 10-155l Minority teacher recruitment.](#)

- a. Requires the Regional Educational Service Center Minority Recruiting Alliance to work with CSDE, the Board of Regents for Higher Education, state and independent colleges to study and propose guidelines for pilot programs to recruit and train minority educators. The statute outlines some specific practices to explore and requires reporting back to CSDE, the Board of Regents, and the CGA.

3. [CGS Sec. 10-156aa Task force re minority teacher recruitment, preparation and retention.](#)

- a. Establishes a task force, “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155l, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.”
- b. Outlines membership in the task force
- c. Requires the task force to report back to the CGA and sets the termination date as January 1, 2026.

4. [CGS Sec. 10-156bb Minority Teacher Recruitment Policy Oversight Council.](#)

- a. Establishes a Minority Teacher Recruitment Policy Oversight Council within CSDE. Outlines the membership of the Oversight Council (includes representatives from the minority teacher recruitment task force)
- b. The Council’s charge is to advise the CSDE leadership on, “(A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching.”
- c. Requires the Oversight Council to report annually to the CGA

5. [CGS Sec. 10-156dd Student survey re minority teacher recruitment programs.](#)

- a. Requires CSDE to annually conduct a survey of students participating in minority teacher recruitment programs on the effectiveness of those programs and share the reports with the CGA.

6. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)

- a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to

catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.

## **Streamlining Certification**

1. [CGS Sec. 10-145b Teaching certificates.](#)
  - a. Waives certain provisions and requirements for provisional educator certification for an “appropriately certified” teacher from “another state, territory or possession of the United States or the District of Columbia or the Commonwealth of Puerto Rico”.
2. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)
  - a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.

## **Recruiting and Hiring**

1. [CGS Sec. 10-146h Report re quality of teacher preparation programs.](#)
  - a. Requires CSDE to report annually to the legislature on the quality of teacher preparation programs. The report must include, “(7) recommendations regarding the recruitment of minority teachers and administrators pursuant to section 10-155I”
2. [CGS Sec. 10-151d Performance Evaluation Advisory Council. Responsibilities.](#)
  - a. Establishes a Performance Evaluation Advisory Council within CSDE on of the Council’s responsibilities includes collaborating with the minority teacher recruitment task force, “to focus on issues concerning equity and closing the achievement gap.”
3. [CGS Sec. 10-155I Minority teacher recruitment.](#)
  - a. Requires the Regional Educational Service Center Minority Recruiting Alliance to work with CSDE, the Board of Regents for Higher Education, state and independent colleges to study and propose guidelines for pilot programs to recruit and train minority educators. The statute outlines some specific practices to explore and requires reporting back to CSDE, the Board of Regents, and the CGA.
4. [CGS Sec. 10-156aa Task force re minority teacher recruitment, preparation and retention.](#)
  - a. Establishes a task force, “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155I, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority

teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.”

- b. Outlines membership in the task force
- c. Requires the task force to report back to the CGA and sets the termination date as January 1, 2026.

5. [CGS Sec. 10-156bb Minority Teacher Recruitment Policy Oversight Council.](#)

- a. Establishes a Minority Teacher Recruitment Policy Oversight Council within CSDE. Outlines the membership of the Oversight Council (includes representatives from the minority teacher recruitment task force)
- b. The Council's charge is to advise the CSDE leadership on, “(A) encourage minority middle and secondary school students to attend institutions of higher education and enter teacher preparation programs, (B) recruit minority students attending institutions of higher education to enroll in teacher preparation programs and pursue teaching careers, (C) recruit and retain minority teachers in Connecticut schools, (D) recruit minority teachers from other states to teach in Connecticut schools, and (E) recruit minority professionals in other fields to enter teaching.”
- c. Requires the Oversight Council to report annually to the CGA

6. [CGS Sec. 10-156cc Report re effectiveness of minority teacher recruitment programs.](#)

- a. Requires CSDE to annually report on the effectiveness of their efforts to diversify the educator workforce
  - i. “the Department of Education shall submit a report using results-based accountability measures to assess the effectiveness of minority teacher recruitment programs in the state to the joint standing committees of the General Assembly”

7. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)

- a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.

8. [CGS Sec.10-157ff Strategies and utilization of resources for the hiring and employment of minority teachers and administrators.](#)

- a. Directs the Minority Teacher Recruitment and Policy Oversight Council to work with the minority teacher recruitment task force to “ensure” that 250 new minority teachers and administrators (30% of which are men) are hired every year.

9. [CGS Sec. 10- 262u Alliance districts.](#)

- a. Alliance districts receive additional funding and must create a plan for using those funds. One acceptable use for the funds is on, “strategies for attracting and recruiting minority teachers and administrators”.

## **Supporting, Retaining, and Promoting**

1. [CGS Sec. 10-156aa Task force re minority teacher recruitment, preparation and retention.](#)



- a. Establishes a task force, “to study and develop strategies to increase and improve the recruitment, preparation and retention of minority teachers, as defined in section 10-155I, in public schools in the state. Such study shall include, but need not be limited to, (1) an analysis of the causes of minority teacher shortages in the state, (2) an examination of current state-wide and school district demographics, and (3) a review of best practices.”
- b. Outlines membership in the task force
- c. Requires the task force to report back to the CGA and sets the termination date as January 1, 2026.

2. [CGS Sec. 10-156ee Duties re minority teacher recruitment.](#)

- a. Requires specific actions that CSDE and the Minority Teacher Recruitment Policy Oversight Council must undertake. These include conducting research into best practices, creating partnerships to catalyze their efforts, and several areas around certification (modernizing the process for certification to remove barriers, bias-free assessments, establishing cut scores to increase competitiveness, supporting new and innovative teacher prep programs committed to enrolling minority candidates). Requires state support, monitoring, and intervention in local and regional efforts to attract and retain educators of color. Establishes a question on the demographic data of applicants for positions in the annual hiring survey that CSDE distributes to districts. Requires that this data is included in the annual report submitted to the Minority Teacher Recruitment Taskforce.

3. [CGS Sec.10- 220a In-service training. Professional development and evaluation committees. Institutes for educators. Cooperating teacher program, regulations.](#)

- a. Requires all boards of education to provide training on “culturally responsive pedagogy and practice” to all of its teachers, administrators, and “pupil personnel”.

MASSACHUSETTS	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)			X	
Supporting Program Completion (1*)			X	
Streamlining Certification (2*)			X	
Recruiting & Hiring (1*)			X	
Supporting, Retaining, & Promoting (1*)			X	

\*Number of state statutes addressing this element of the framework.

### Cultivating an Interest

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)
  - a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

### Supporting Program Completion

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)
  - a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

### Streamlining Certification

1. [603 CMR 7.08 Professional Standards for Teachers](#)
  - a. The professional standards for teachers requires all teachers to demonstrate cultural proficiency. They also require the department to create indicators around supporting English learners and students of “diverse cultural and linguistic backgrounds”.
2. [603 CMR 7.14 Endorsements](#)
  - a. Requires those seeking a SEI Administrator and Transition Specialist endorsements to demonstrate subject matter knowledge around meeting the needs of “culturally and linguistically diverse” youth or populations.

### Recruiting and Hiring

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)

- a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

### Supporting, Retaining, and Promoting

1. [M.G.L.c.69, §1S Statewide targets for addressing persistent disparities in student achievement; submission of 3-year plan by districts; reporting](#)
  - a. The Student Opportunity Act requires districts to create plans for using funds to address persistent disparities in achievement among student subgroups and identifies “diversifying the educator and administrator workforce” as an approved “evidence-based program, support, intervention” that districts may use their funds on.

**Note:** While technically not included in our assessment of currently enacted policies, it is important to note that a significant piece of proposed legislation—[An act relative to educator diversity \(Bill H.682\)](#)—is currently before the Massachusetts legislature at the time of this report’s publication. It would address diversifying the educator workforce in a comprehensive way. If passed, this legislation would have significant positive impact, particularly on streamlining certification, recruiting and hiring, and supporting, retaining, and promoting racially, ethnically, and linguistically diverse educators.

MAINE	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)				<b>X</b>
Supporting Program Completion (1*)			<b>X</b>	
Streamlining Certification (2*)		<b>X</b>		
Recruiting & Hiring (1*)				<b>X</b>
Supporting, Retaining, & Promoting (1*)				<b>X</b>

\*Number of state statutes addressing this element of the framework.

### Cultivating an Interest

No current Policies

### Supporting Program Completion

By Statute, Educator Preparation programs in Maine must be approved by a process run by the State Board using a peer review model. This 100-page Word document outlines the standards for initial and ongoing approval ([Chapter 114: Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs](#))

As outlined in Standard 4 -- Diversity -- for “Units” that operate preparation programs:

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. The following indicators inform this standard. (p. 81)

The unit . . .

- i. affirms the value of diversity through persistent efforts to increase and retain faculty diversity...
- l. affirms the value of diversity shown through persistent efforts made to increase or maintain candidate diversity.

There are, however, many references in the document about the importance of ensuring candidates develop and demonstrate knowledge and skills around the diversity of learners (in broad terms such as learning preferences and strengths, in addition to cultural, linguistic, racial, ethnic, etc.)

### Streamlining Certification

1. LD 1189 went into effect on 6/16/21 and streamlined certification in the following ways (ref: [DOE Legislative Summary](#)):

- Provides reciprocity for professional certificates for holders of “comparable” certificates from “any other state or country”  
Statutory Reference: Sec. 2. 20-A, Chapter 502 MRSA §13012-B, §13012-B. Emergency teacher certificate and reciprocal professional certificate:  
Title 20-A: EDUCATION  
Part 6: TEACHERS

- [Chapter 502: CREDENTIALING OF EDUCATIONAL PERSONNEL](#)  
Reciprocal professional certificate. The commissioner may issue a reciprocal professional certificate pursuant to this section to a teacher, specialist or administrator who has submitted to a criminal history background check and holds a comparable certificate in another state, the District of Columbia, a United States territory or another country. A certificate issued pursuant to this subsection is issued for a 5-year period.

**Note:** The Maine DOE has not yet revised the documents outlining requirements for certification on its website to reflect the above changes in statute (reference: <https://www.maine.gov/doe/cert/requirements>)

- Allows “portfolio submission” as alternative to the Praxis CORE requirement. Statutory Reference: Title 20-A: EDUCATION, Part 6: TEACHERS, [Chapter 502: CREDENTIALING OF EDUCATIONAL PERSONNEL](#), §13013. Professional teacher certificate
2. Here are the links to the 2018 version of Chapter 115: The Credentialing of Education Personnel ([Part I, Standards and Procedures for Credentialing](#); [Part II, Requirements for Specific Certificates and Endorsements](#))
  3. And here is the [new language for Chapter 115](#) and [endorsed](#) by the State Board of Education during a special meeting held on October 26, 2021. The State Board unanimously voted to “authorize the filing of the substantive changes articulated above in Chapter 115 rules and the Administrative Procedures Act forms with the Secretary of State’s Office.” These proposed rules will go into effect once they are approved by the Legislature and subsequently adopted by the State Board.

## Recruiting and Hiring

No current Policies

## Supporting, Retaining, and Promoting

No current Policies

NEW HAMPSHIRE	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)				<b>X</b>
Supporting Program Completion (1*)				<b>X</b>
Streamlining Certification (2*)				<b>X</b>
Recruiting & Hiring (1*)				<b>X</b>
Supporting, Retaining, & Promoting (1*)				<b>X</b>

\*Number of state statutes addressing this element of the framework.

### Cultivating an Interest

No current Policies

### Supporting Program Completion

1. A set of Administrative Rules Recommended by the NH Professional Standards Board and approved by the State Board of Education govern PK-12 educational staff credentialing. All professionals employed in New Hampshire public schools must possess the appropriate credential for an assignment if required:
  - a. [Chapter Ed 300](#) Administration of Minimum Standards in Public Schools
  - b. [Chapter Ed 500](#) Certification Standards For Educational Personnel
  - c. [Chapter Ed 600](#) Approval of Professional Educator Preparation Programs

While diversity, equity, and inclusion feature prominently among the standards for approval, there are no explicit expectations for programs to diversify their pool of candidates (or their faculty), nor are programs required to regularly report the percentage of its candidates and program completers who are racially, ethnically, or linguistically diverse.

### Streamlining Certification

1. NH Rule Ed 505.01 -- Basic Academic Skills and Subject Area Assessment -- stipulates that:
  - (a) candidates “seeking an initial teacher or instructional specialist license under one of the pathways listed below shall pass a basic academic skills assessment, including, but not limited to, the praxis core academic skills for educators administered by Educational Testing Service (ETS) or comparable out of state test as determined by the bureau.”
2. (f) The board shall accept, in lieu of (a) above, performance at or above the 50th percentile on a nationally-recognized basic academic skills test in the areas of reading, writing, and mathematics, including, but not limited to:
  - (1) The Scholastic Aptitude Test (SAT) administered by the College Board;
  - (2) The Graduate Record Examinations (GRE) administered by ETS; and

(3) The ACT administered by ACT.

### **Recruiting and Hiring**

No current Policies

### **Supporting, Retaining, and Promoting**

No current Policies



<b>RHODE ISLAND</b>	<b>Robust Policy Infrastructure</b>	<b>Moderate Policy Infrastructure</b>	<b>Emerging Policy Infrastructure</b>	<b>No Policy Currently in Place</b>
Cultivating an Interest (1*)				<b>X</b>
Supporting Program Completion (1*)				<b>X</b>
Streamlining Certification (2*)			<b>X</b>	
Recruiting & Hiring (1*)			<b>X</b>	
Supporting, Retaining, & Promoting (1*)				<b>X</b>

\*Number of state statutes addressing this element of the framework.

1. [§ 16-97.1-1. Performances of local education agencies and individual public schools – Evaluation system – Assessment instruments – Reports.](#)
  - a. Requires all districts to report on racial composition of teaching and administrative staff as part of the accountability system.

### **Cultivating an Interest**

No current Policies

### **Supporting Program Completion**

No current Policies

### **Streamlining Certification**

1. [200-RICR-20-20-1.3.3 Rhode Island Standards for Educational Leaders](#)
  - a. Establishes a standard around “Equity and Cultural Responsiveness” for educational leaders.

### **Recruiting and Hiring**

1. [§ 16-97-10. Closing the achievement gap.](#)
  - a. Requires the board of education to “direct the council on postsecondary education, in conjunction with the Community College of Rhode Island, Rhode Island College and the University of Rhode Island, to develop strategies to increase the recruitment of minority teacher-preparation students in an effort to increase diversity in the teaching profession.”

### **Supporting, Retaining, and Promoting**

No current Policies

VERMONT	Robust Policy Infrastructure	Moderate Policy Infrastructure	Emerging Policy Infrastructure	No Policy Currently in Place
Cultivating an Interest (1*)			X	
Supporting Program Completion (1*)				X
Streamlining Certification (2*)			X	
Recruiting & Hiring (1*)			X	
Supporting, Retaining, & Promoting (1*)				X

\*Number of state statutes addressing this element of the framework.

### Cultivating an Interest

1. [Act 1. An Act Relating to Ethnic and Social Equity Studies Standards for Public Schools.](#) Act 1 establishes the Ethnic and Social Equity Standards Advisory Working Group. Among many other areas focusing on curriculum, instruction, discipline, community engagement, safety, and preparing students to participate in the increasingly diverse state, country, and world, the Advisory Working Group is required to report back to the General Assembly any policy (statutory, Board rule, or district policy) that needs to be reviewed or amended in order to, “(F) ensure that the school diversifies its workforce and provides its personnel training in how best to address bias incidents.” (Act 1, (g)(3)(F))
  - We would argue that the law’s intent of teaching “children from an integrated curriculum that fairly represents both the contributions of People of Color (as well as indigenous people, women, people with disabilities, etc.), while fairly and accurately representing our history of oppression of these groups” is a crucial step toward cultivating an interest in the profession.
  - This, along with the requirement to “educate State employees about implicit bias, white privilege, white fragility, and white supremacy and increase the representation of people of color in the State and school labor forces by focusing on recruitment, hiring, and retention, as well as promotion of people of color into positions of authority and responsibility on boards and commissions” contribute to creating a policy landscape across the state of the importance of diversifying the educator workforce.

### Supporting Program Completion

1. The Vermont Agency of Education uses a state-developed [Results Oriented Program Approval \(ROPA\) process](#) to approve educator preparation programs sanctioned to recommend candidates who successfully complete their requirements or licensure (revised 10/18/2021). While diversity, equity, and inclusion feature prominently among the standards for approval, there are no explicit expectations for programs to diversify their pool of candidates (or their faculty), nor are programs required to regularly report the percentage of its candidates and program completers who are racially, ethnically, or linguistically diverse.

### Streamlining Certification

1. [5235. Demonstrated competency as specified in the Vermont Core Teaching Standards.](#) (Vermont State Board of Education Rules approved 02/16/2016)
  - a. 5235.2 Learner Differences. Among the required competencies for teacher certification includes the requirement that the successful candidate “understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and

challenging learning experiences.”

2. [VERMONT TESTING REQUIREMENTS FOR EDUCATOR LICENSURE](#) (01/06/2021).

- a. Establishes minimum passing scores for all teachers on the Praxis Core Academic Skills Test (which replaced Praxis I) and establishes qualifying scores on the SAT, GRE, and ACT as alternatives. (The VT AOE also created an FAQ for candidates about testing requirements)

3. [Rules Governing the Licensing of Educators and the Preparation of Educational Professionals -- Rule Series 5100](#) (effective 06/11/2021)

- 5240. Examination Requirements for All Applicants for Level I or Level II Professional Educator Licenses and Additional Endorsements
- 5241. Except as otherwise provided by Rule 5246, all applicants for initial licensure under sections 5310, 5320, 5330, or 5340 of these rules shall be required to meet the passing scores established by the Standards Board on the Praxis Core Series examinations in reading, writing, and mathematics or other examinations determined by the Standards Board.
- 5247. Waiver of Praxis Core Series Requirement and granting of provisional endorsement
  - 5247.1 A superintendent, director, head of an approved independent school, or Career Technical Director may apply for the waiver on behalf of the school district.
  - 5247.2 The school district would need to demonstrate that not being given a waiver would substantially inhibit the district's ability to carry out its locally established objectives.
  - 5247.3 The prospective teacher on whose behalf the waiver is being requested must document that the individual:
    - a) has undertaken additional efforts to acquire knowledge and skills necessary such as tutoring and courses,
    - b) has an identified and documented disability and has exhausted all ETS procedures for accommodations for that disability; and
    - c) c) has taken the exam a minimum of three times without being able to meet the required cut scores.
  - 5247.4 If a - c are met and the Vermont Standards Board for Professional Educators (VSBPE) or the Office finds that the candidate is otherwise qualified, the Education Quality Division's Licensing Office will issue a license that is restricted to teaching in the Supervisory Union/ District making the waiver Request.

4. Reciprocity and alternatives to certification

- a. VT recognizes candidates for licensure who are recommended for licensure by a state-approved Educator preparation program at an accredited college or university, or a professional license, is recognized in another state. The reciprocity is governed by the Interstate Agreement developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). It does not guarantee that a license in one state can simply be 'traded in' for a license in another state. Each jurisdiction that is a signatory to the Agreement sets its own requirements under which a license will be issued.

5. Exemption from Praxis Core Testing requirements for initial licensure include:

- a. 5246.2 A candidate who is currently licensed in a state participating in the NASDTEC Interstate Agreement (Rule 5320).

- b. 5246.3 A candidate who, prior to the effective date of a particular examination requirement, has received written notification from the Office or a panel convened to review credentials under section 5330 of these rules that a license will be granted upon completion of specified requirements.
- c. 5246.4 A candidate who otherwise qualifies for a license or endorsement and is certified by the National Board for Professional Teaching Standards in the applicable endorsement area.

#### 6. Vermont's Alternative Licensure Program: Peer Review

- a. The following are excerpts from [Vermont's Peer Review Handbook](#) (updated 9/26/2019). Vermont's licensing peer review process provides a pathway for prospective teachers who have followed alternate routes to preparation, usually characterized by completing non-traditional programs leading to licensure in other states or able to demonstrate the expected competencies for licensure through "through coursework, workshops, and life experiences, rather than through a preparation program

"The authority for the Vermont Standards Board for Professional Educators (VSBPE) to grant licenses through Peer Review is provided for in Vermont's Rules Governing the Licensing of Educators and the Preparation of Educational Professionals, Section 5330. The Peer Review program is ROPA approved to recommend for licensure."

While the peer review process allows candidates to provide evidence of meeting standards demonstrated in a variety of ways, at this time "(a)ll candidates seeking initial licensure in Vermont must meet the State's passing scores on the Core Academic Skills for Educators Test; in reading (156), mathematics (150) and writing (162) or submit acceptable scores on one of the alternate exams" outlined in the rules 5240 through 5247.

### Recruiting and Hiring

- 1. Among the duties of the Working Group established by [Act 1](#), are to develop recommendations to "ensure that the school diversifies its workforce and provides its personnel training in how best to address bias incidents."

### Supporting, Retaining, and Promoting

No current Policies

#### Additional note:

[Act 1. An Act Relating to Ethnic and Social Equity Studies Standards for Public Schools](#). Act 1 establishes the Ethnic and Social Equity Standards Advisory Working Group. Among many other areas focusing on curriculum, instruction, discipline, community engagement, safety, and preparing students to participate in the increasingly diverse state, country, and world, the Advisory Working Group is required to report back to the General Assembly any policy (statutory, Board rule, or district policy) that needs to be reviewed or amended in order to, "(F) ensure that the school diversifies its workforce and provides its personnel training in how best to address bias incidents." (Act 1, (g)(3)(F))

### APPENDIX E: Data Availability Snapshot

The following table outlines (1) a set of proposed data metrics aligned to the five DEW Collaborative focus areas that may be used to understand the current state of the educator workforce pipeline in each of the New England states and (2) possible data sources that may have access to some or all of the desired data for each metric. While the data outlined in this table may not yet be readily available, the purpose of this visual is to highlight the potential for gathering and reviewing these data metrics within each state and across the region.

#### Potential Data Sources:

National Center for Education Statistics (NCES)	State Education Agency (SEA)	Local Districts	Institutes of Higher Education (IHEs)	ETS (Licensure test company)	Data not available or availability unknown (N/A)
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Pipeline Area	Proposed Metric (Collected Annually)	CT	MA	ME	NH	RI	VT
CULTIVATING INTEREST	Educator preparation program (EPP) enrollment by race or ethnicity	SEA	SEA	IHEs	IHEs	IHEs	IHEs
SUPPORTING PROGRAM COMPLETION	Educator or administrator degrees conferred by race or ethnicity	IHEs	IHEs	IHEs	IHEs	IHEs	IHEs
STREAMLINING CERTIFICATION	Passing rate on state licensure exam by race or ethnicity	ETS	SEA	N/A	ETS	ETS	ETS
	Certifications granted by race or ethnicity	SEA	N/A	N/A	N/A	SEA	N/A
RECRUITING AND HIRING	Race or ethnicity of currently employed educators (teachers, administrators, paraprofessionals)	SEA	SEA	NCES	NCES	SEA	NCES
SUPPORTING, RETAINING, AND PROMOTING	Educator retention after 1 year by race or ethnicity	Districts	Districts	Districts	N/A	Districts	N/A
	Educator retention after 5 years by race or ethnicity	Districts	Districts	Districts	N/A	Districts	N/A

Data Source	Notes About Data Availability
National Center for Education Statistics (NCES)	Data metrics noted as available from the NCES are based on the 2017-18 National Teacher and Principal Survey (NTPS). Data from more recent years are not available.
State Education Agency (SEA)	Data metrics noted as available from SEAs are based on publicly available data. SEAs may have additional data metrics not yet publicly available. In addition, the way in which data metrics are defined and operationalized in each state may not be directly comparable across states.
Local Districts	Outreach to a sample of districts in these states indicated that some, but not all, collect information about educator demographics. Of those districts that do collect information, some are still in the nascent phase and in the process of codifying their efforts.
Institutes of Higher Education (IHEs)	For educator preparation programs housed at institutes of higher education (IHEs), race or ethnicity information about students who enroll and matriculate through the institution may be available. The National Student Clearinghouse (NSC) also reports having race or ethnicity information <a href="#">available, but “incomplete coverage among NSC institutions.”</a>
ETS (Praxis test administrator)	Other data publications, such as <a href="#">Driven by Data</a> , published by the National Council on Teacher Quality (NCTQ) suggest that data about licensure test rates disaggregated by race or ethnicity may be available from ETS, the Praxis test administrator. Additional information is needed from ETS to determine the completeness of this data and the process for SEAs to access this information.
Data not available or availability unknown (N/A)	The availability of some data metrics is unknown for several states. It is possible that these data are collected by one or more entities; however, the DEW Collaborative project team did not have sufficient information to determine from where data may be available.