



CALIFORNIA EDUCATOR DIVERSITY ROAD MAP BRIEF SERIES:

Examples of Recruiting and Retaining the #TeachersWeNeed

Ensuring that students are taught by a fully prepared, diverse group of educators is one of the strongest strategies for boosting student achievement and engagement. As California state leaders, education agencies, school district decision-makers, and other stakeholders work to tackle the statewide teacher shortage, we urge them to significantly increase the number of teachers of color in classrooms across the

state; this effort can both improve student achievement and address the state’s workforce needs. Here we share the following examples from the field to help stakeholders at all levels learn from, adapt, and adopt these policies and practice approaches that cultivate and support a diverse teacher workforce.

The following are examples of recommendations from the field.

RECOMMENDATION 1

Increase investments in teacher compensation, basic needs, and employee benefits.

- In the 1990s, Connecticut invested heavily in minimum salary incentives for beginning teachers. By grouping these locally bargained incentives with subsidies to support candidates during teacher preparation and mentoring for all beginning instructors, the state saw a shift in its teacher labor market from shortages in its cities to statewide surpluses within three years — and was able to maintain these surpluses for more than a decade. During that decade, Connecticut’s increasingly diverse student population ranked among the top in the nation on national assessments of reading, writing, mathematics, and science.
- In 2000, California adopted a statewide salary incentive for beginning teachers. That bill raised salaries to a minimum of \$32,000. Currently, salaries in California still begin as low as \$39,000 and average \$46,000, amounts that can leave many families struggling given the real cost of living in the state. Thus, California needs to adjust its salary minimum for beginning teachers.
- New Mexico, a state with a much lower cost of living than that of California, recently adopted a \$10,000 statewide salary increase for beginning teachers, bringing annual salaries for new teachers to \$50,000.
- Current teacher housing projects being planned by Bay Area districts include an apartment complex with up to 110 units in Palo Alto, a project with 144 units for teachers now underway in Mountain View, and a recently opened 122-unit development in Daly City on land owned by the Jefferson Union High School District.
- A recent study found 900 district-owned sites that are primed for development into affordable housing for teachers across Santa Clara, San Mateo, San Francisco, Alameda, and Contra Costa counties.
- Oakland Unified School District (OUSD) is giving 56 educators of color affordable housing support in Oakland.

RECOMMENDATION 2

Establish new institutional pathways that broaden opportunities for interested students and educator support staff to become teachers.


- The Afterschool-to-Teacher Program in OUSD supports after-school program staff in pursuing careers in teaching by providing them with test preparation, credentials counseling, advocacy, cohort support, and a small stipend.
- San Francisco Unified School District offers multiple pathways to becoming a teacher in the district, including residency models and a program for paraprofessionals to earn teaching credentials.
- Teachers for Urban Schools is a program available at California State University Long Beach's (CSULB) College of Education. In partnership with Long Beach Unified School District (LBUSD), CSULB helps recruit and prepare teachers of color for LBUSD.
- Cerritos College's Teacher Trac partnership with CSULB and CSU Dominguez Hills has existed for almost 20 years. Program participants complete student teaching while in community college and earn a bachelor of arts degree and a teacher credential with assessments already done.

RECOMMENDATION 3

Expand investment in traditional and alternative teacher preparation pathways for racially and linguistically diverse candidates.

- The Golden State Teacher Grant program awards up to \$20,000 to students who are currently enrolled in a professional preparation program approved by the Commission on Teacher Credentialing and working toward earning their preliminary teaching or pupil personnel services credential.
- The Classified School Employee Teacher Credentialing Program (Classified Program) addresses the state's teacher shortage by helping local education agencies recruit classified school employees into teaching careers and supporting their undergraduate education, professional teacher preparation, and certification as credentialed California teachers. Classified Program participants receive financial assistance for degree- and credentialing-related expenses such as tuition, fees, books, and examination costs; academic guidance; and other forms of individualized support to help them complete their undergraduate education, finish their teacher preparation program, and transition to becoming credentialed teachers.
- OUSD offers the Oakland Teacher Residency to support aspiring teachers of science, math, and special education and Black male multiple-subject educators. Resident teachers are paid, and they commit to working at OUSD for four years after completion of the program. Participating individuals also qualify for housing support.
- San Diego Unified School District (SDUSD) offers the TEACH-LEAD pathway program to all individuals interested in becoming teachers. TEACH-LEAD has information on all SDUSD diverse pathway programs.



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- Fresno Unified School District offers the Transition to Teaching program to district employees and recent graduates interested in the teaching profession. The program embraces a cohort model and offers professional support, including free California Basic Educational Skills Test (CBEST) and California Subject Examinations for Teachers (CSET) preparation courses, summer internship opportunities, and planning experience with teachers. It also guarantees a teaching contract with Fresno Unified after successful completion.
 - OUSD's Special Education Pathways program offers exam test preparation support, tuition support, and

debt repayment to recruit and retain qualified special education teachers.

- The Black Educator Teacher Residency (BETR) is a virtual teacher residency program at CSU Bakersfield for grades TK-9. CSU Bakersfield, in partnership with districts across California, is dedicated to recruiting and retaining diverse individuals with an emphasis on Afrocentric cultural competency. BETR strives to connect with the partner district's community and to make a significant impact on preparing students socially, emotionally, and academically for the 21st century.

RECOMMENDATION 4

Collect, report, and use educator race, ethnicity, and language data to improve recruitment and retention efforts across the state.

- OUSD has developed its own data dashboard to track teacher recruitment and retention data by region, grade span, and race and ethnicity. This dashboard allows OUSD to include specific recruitment and retention data in the Local Control and Accountability Plan (LCAP) and to set goals to address specific discrepancies between educator workforce demographics and student demographics (for example, the data showed a large discrepancy between the percentage of Latinx educators and Latinx students, which is also true at the state level).¹
- In its 2022-23 LCAP, LBUSD included the following goals that use educator demographic data to promote goal setting:
 - LBUSD will develop a diverse and inclusive talent acquisition strategy to recruit and retain staff who are representative of the student population.
 - LBUSD seeks to increase the percentage of highly qualified K-12 certified candidates by 10% in underrepresented groups and to develop improved organizational structures to promote equity.



RECOMMENDATION 5

Foster safer and more inclusive school and district communities.

- Solicit the input of students of color and their families.
 - Students at High Tech High School sit on teacher hiring committees.
 - In LBUSD, students participate in empathy interviews and conduct classroom observations to give feedback on educator performance.
 - School districts have paid staff to participate in relevant professional development. For example, a focus group participant shared that their school district paid staff at a rate of up to 1% of their salary to participate in 12 hours of professional development on socioemotional learning, which is delivered through an equity lens that also accounts for cultural biases. The training is optional, which the participants believed increased buy-in.
 - LBUSD describes a program in its 2022-23 LCAP to integrate comfortable and caring classroom practices that place a premium on trust, diversity, and respectful communication.
 - SDUSD plans to provide antibias and antiracism training to build inclusive and culturally responsive schools. Site equity teams plan to provide these trainings with a focus on retaining educators of color.
- These recommendations come from the California Educator Diversity Road Map, created through a partnership between Californians for Justice, The EdTrust-West, and Public Advocates. This partnership sought to develop a community-informed policy road map to address the lack of educator diversity in California and to provide community-informed solutions.

ENDNOTES

- 1 Significant discrepancies exist between educator workforce and student demographics in multiple subgroups. For example, in the 2020-21 school year, 3.9% of full-time equivalency (FTE) educators and 5.2% of K-12 students identified as African American, 7.7% of FTE educators and 11.9% of K-12 students identified as Asian or Filipino, and 1.1% of FTE educators and 4.1% of K-12 students identified as two or more races. See California Commission on Teacher Credentialing. (2022). *Teacher supply in California 2020-21: A report to the legislature*. https://www.ctc.ca.gov/docs/default-source/commission/reports/ts-2020-2021-annualrpt.pdf?s-fvrsn=ee227b1_6

