

Diversifying the Education Profession in Ohio

BRIEF AND TASKFORCE RECOMMENDATIONS



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Introduction

Ohio recognizes the critical importance of a diverse educator workforce. Employing more educators who look like and have similar experiences as students in our districts and schools is a priority for the Ohio Department of Education, Ohio Department of Higher Education and Ohio's prekindergarten through grade 16 educational institutions. To achieve equity and provide an effective learning environment for all students, authentic representation of the student population is key.

Research (Villegas & Irvine, 2010) shows there are both academic and social-emotional benefits to students of color taught by teachers of color (race matched). Benefits for students of color include:

- Gains in test scores;
- More likely to stay in high school;
- Increased intentions of going to college;
- More likely to take college entrance exams;
- Less likely to be chronically absent; and
- Less likely to experience discipline incidents.

In many studies, these effects persist over several years and have long-term benefits for students of color placed with race-matched educators in at least one grade level. There are potential gains for white students taught by educators of color as well — in an everchanging demographically diverse society, white students can deepen their own cultural understanding by engaging with educators of color (Anderson, 2019). The benefits are not just at the student level but the educator level as well. Studies have found teachers of color often leave their positions due to feelings of fatigue, isolation and frustration when they are one of the few teachers of color on staff (Simon & Johnson, 2015). Employing more diverse educators may help improve the satisfaction of teachers of color thus improving teacher retention, which may benefit schools and students.

Ohio's Every Student Succeeds Act (ESSA) state plan, approved in January 2018, clearly outlines the commitment by the Ohio Department of Education to increase the diversity of the educator workforce in Ohio. The plan notes, "This will require using data, engaging stakeholders in identifying needs, understanding current local and higher education initiatives focused on educator diversity and identifying potential opportunities and partnerships for recruiting and retaining a diverse educator workforce" (p. 93). *Each Child, Our Future*, Ohio's strategic plan for education, outlines a similar goal around increasing the supply of highly effective teachers and leaders (Strategy 1) and highlights the importance of culturally relevant teaching and instructional practices to meet the learning needs of students.

Related State Statistics

Table 1 shows in the 2017-2018 school year, Ohio's student population totaled 1,667,307 students. Students of color totaled 505,510 students, roughly 30 percent of the total student population. Student of color enrollment increases annually.

Table 1. Ohio Student Enrollment

Racial Category	Number of Students	Percentage
Asian or Pacific Islander	41,567	2.5%
Black, Non-Hispanic	279,293	16.8%
White, Non-Hispanic	1,161,789	69.7%
American Indian or Alaskan Native	2,034	0.1%
Multiracial	86,027	5.2%
Hispanic	96,589	5.8%

The population of educators of color is disproportionately low in comparison to Ohio's students of color. In the 2016-2017 school year, only **5,570 teachers of color were employed in Ohio's districts and schools, making up only 5 percent of Ohio's teaching staff.** Other employed staff of color also show similar employment trends, as noted in Table 2 below.

Table 2. Ohio Racial Data for Employed Staff

Ohio's Racial Data for Employed Staff in 2016-2017 School Year	Total Number of Staff Type	# of Staff of Color	% of Staff of Color
Educational Aides	9,455	1,226	13%
Teacher	105,255	5,570	5%
Principal	3,353	406	12%
Superintendent	697	42	6%

Table does not include those who did not specify race.

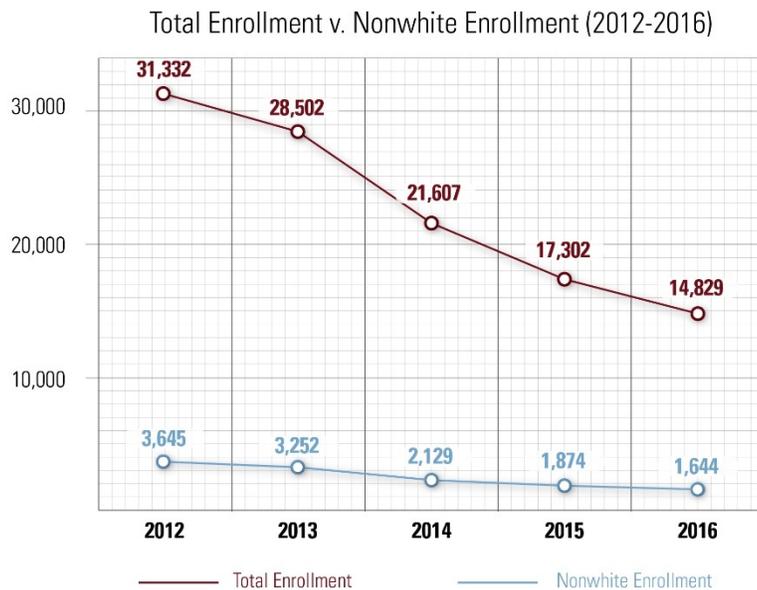
Table 3 highlights the demographic compositions of the 5,570 teachers of color in Ohio. Looking more closely at the data for teachers, black, non-Hispanic females make up the largest population of employed teachers of color. Almost 80 percent of Ohio's teachers of color are black, non-Hispanic. Male educators of color represent an even smaller number of the teacher population in Ohio in each category of staff race.

Table 3. Demographic Compositions of Ohio's Teachers of Color

Staff Race (Non-White Teachers)	Female	Male	Total	% of Total Teachers of Color
Asian	200	45	245	4%
Black, Non-Hispanic	3,348	1,033	4,381	79%
Hispanic	552	164	716	13%
American Indian or Alaskan Native	45	15	60	1%
Multiracial	118	35	153	3%
Pacific Islander	11	4	15	0.2%

It is important to not only look at the educators currently employed in schools and districts but also the pipeline of educators currently enrolled in teacher preparation programs in Ohio's institutions of higher education. Preservice teachers of color are declining in enrollment, approximately 50 percent from 2012 to 2016, very similar to the trend of all teacher preparation enrollment as shown in Figure 1.

Figure 1. Enrollment for Ohio's Institutions of Higher Education



Though the general trend of enrollment of preservice teachers of color is declining, enrollment of some racial groups, Multiracial and Asian, increased in the last reporting year as seen in Table 4.

Table 4. Enrollment in Teacher Preparation Programs in Ohio by Year and Racial Category

Reporting Year	Total Nonwhite Enrollment	Hispanic	American Indian or Alaskan Native	Asian	Black	Native Hawaiian or Pacific Islander	Multiracial
2012	3,645	547	107	254	2,422	14	301
2013	3,252	556	86	226	2,088	13	283
2014	2,129	412	51	164	1,236	23	243
2015	1,874	367	37	119	1,086	11	254
2016	1,644	349	61	125	815	13	281
2017	1,777	346	52	152	805	16	406

The limitation of the information provided only accounts for those enrolled but does not consider attrition of candidates as they move closer to finishing programs and applying for educator licensure.

The state statistics highlight the gap between employed educators of color, 5 percent of staff, while 30 percent of our population are students of color. The current educator staffing rates and current pipeline of preservice teachers shared above highlights the continued work that needs to happen to address the needs of Ohio's schools and districts working to diversify their staffs. An example of this comes from Licking Heights Local School District's school board, which adopted a policy in 2015 to, "Develop a plan to gather data designed to widen and diversify the pool of candidates considered for employment openings" (District webpage).

Taskforce

Ohio's schools, districts and educator preparation programs cannot do this work alone. Diversifying the educator profession takes intentional planning alongside stakeholder allies to identify ways to address this key issue as Ohio's diverse student population continues to grow. The **Diversifying the Education Profession in**

Ohio Taskforce formed in the fall of 2018. The group consists of individuals (approximately 40) who represent various roles and entities across Ohio:

- K-12 Educators Rising Ohio student leader, preservice teacher candidate;
- Ohio educators (teachers, principals, school counselor, superintendent);
- Human resources and college admission representatives;
- Educator preparation program representatives;
- Community members and State Board of Education representation; and
- Ohio Department of Education and Ohio Department of Higher Education staff members.

The work is a combined effort with the Department, Ohio Department of Higher Education, American Institutes for Research (AIR) Center on Great Teachers and Leaders, and Great Lakes Comprehensive Center.

OVERVIEW OF TASKFORCE MEETINGS

The taskforce convened for three meetings. The first meeting focused on establishing a vision and goals for the work, reviewing national, state and local data, and identifying the gaps in the state educator workforce. Taskforce members continued by conducting local data analyses and identifying similar gaps at the district, school and educator preparation program levels. Taskforce members had the opportunity to complete intersession activities at the local level that mirrored the process at the state level to provide support for carrying out the process locally.

The second meeting focused on a root cause analysis process, where the gaps identified in the first meeting were thoroughly analyzed to understand why they are occurring. The meeting resulted in a comprehensive list of the causes for diversity gaps in the Ohio teacher workforce. Following the second meeting, taskforce members conducted a root cause analysis in their local organizations.

The third meeting focused on identifying strategies that can address the identified root causes. It resulted in a set of recommendations that pave the way for implementing programs and policies to diversify the Ohio educator workforce.

TASKFORCE RECOMMENDATIONS TO STATE AGENCIES

The taskforce is submitting recommendations for both the departments of Education and Higher Education to consider. Each recommendation is below with suggested action steps. These recommendations are based on identified gaps that surfaced in the data and root cause issues.

GAP 1 - ATTRACTING INDIVIDUALS TO THE FIELD OF EDUCATION

In Ohio, established programs help to attract preK-16 students into the education profession. Both Educators Rising Ohio and our career and technical education teaching pathway programs have encouraging numbers of students exploring the profession but, like the current workforce, the students are not reflective of the racial and ethnic demographic of Ohio's students. The same holds true for enrollment in educator preparation programs at the postsecondary level.

Recommendations and Action Steps

1. **Expand “grow your own” programs** in Ohio to address the local and regional human capital needs through partnerships with districts and schools alongside postsecondary institutions.
 - a. K-12 Students – Help districts and schools as they work to develop teacher academies, Educators Rising Ohio programs or other sources of engaging students of color with the profession.
 - i. Address access at state level (where are these programs offered?)

1. Build out Geographic Information System mapping tool to identify where programs exist and where there may be gaps in access to programs
 - ii. Address access at local level (can students get to the programs offered?)
 - iii. Who and how are we recruiting into the programs?
 - iv. Investigate how to use College Credit Plus within these grow your own programs
 - b. Paraprofessionals - Work to establish partnerships and agreements to encourage and support paraprofessionals to pursue teaching licenses.
 - c. Establish a working group at Educators Rising Ohio conference that relates to educators of color.
2. **Brand the education profession** in Ohio to elevate the perception of the profession and bring awareness to the career across the state.
- a. Marketing campaign – Build a strong marketing campaign that highlights the benefits of the profession, shows diversity, shows various ages and career paths and the impact teachers make on students’ lives.
 - i. Address the issue of pay in this profession in messaging
 - b. Teacher engagement – Find and engage teachers/educators who truly love the profession and are willing to dedicate time and energy to attracting others into the profession

GAP 2 - PREPARING AND RETAINING INDIVIDUALS IN THE FIELD OF EDUCATION

Issues with retention of educators of color begin in the preparation stages and often continue to decline even after beginning their teaching careers in schools. This often is due to generational challenges and responsibilities and the culture they find themselves in among the preK-16 institutions. Lower rates of retention for educators of color are found throughout the educator career continuum - educator preparation program completion, obtaining licensure, and staying in the classroom or educational profession once licensed and hired.

Recommendations and Action Steps

1. **Provide loan forgiveness/scholarships** to attract and support educators of color to the field of education.
 - a. Research the types of funding options other states have offered.
 - b. Engage with philanthropic efforts that may be interested or directly engaged in fiscally supporting this work.
 - c. Collaborate with workforce development organizations to understand how the education profession fits into their work and find support through workforce transformation funding.
 - d. Use the above steps to shape state policy efforts.
2. **Create mentoring and induction supports specific to educators of color in Ohio.**
 - a. Work with technical assistance providers to revisit mentoring and induction opportunities, such as the Resident Educator program and supporting materials and professional learning to tailor supports for the needs of educators of color.
 - b. Publish case studies and learnings from Ohio preparation programs, districts and schools already engaged in this work (Cleveland: The Men of Color sHaping Academics MOCHA¹).
 - c. Establish regional- or state-level supports for specific educators of color who may be more isolated from other educators of color.
 - d. Work with principal and superintendent associations and educator preparation faculty to determine how to properly support educational leaders in this work.

¹<https://www.clevelandmetroschools.org/site/Default.aspx?PageType=3&DomainID=3062&PageID=9145&ViewID=6446e88-d30c-497e-9316-3f8874b3e108&FlexDataID=21256>

3. **Provide professional learning related to climate and culture.**
 - a. Provide professional learning on culturally responsive practice.
 - i. Communicate to all education stakeholders about the free modules after development is complete
 - ii. Use a train-the-trainer model to help support the use of the modules at the local level
 - b. Support districts and schools in addressing issues such as implicit bias and institutional racism that impact both educators and students of color in schools.
4. **Support intentional and targeted partnerships between two-year and four-year colleges/universities** that are working toward programming that will build a diverse pipeline of educators in Ohio.

GAP 3 - EMPOWERING CHANGE

Collaborative efforts are necessary to empower change to diversify the education profession in Ohio. It became clear through the root-cause analysis that those working to help students and educators of color often felt powerless to make an impact, thus influencing both attracting and retaining educators of color.

Recommendations and Action Steps

1. **Establish joint statements and commitments** to diversifying the educator workforce in Ohio.
 - a. Convene key stakeholders (such as educator associations, higher education institutions and associations) to determine the level of commitment to this work.
 - b. Write joint statements that establish the commitments from various groups.
 - c. Hold ongoing meetings to ensure forward movement from all stakeholders in relation to this work.
2. **Provide “equity lab” sessions** that help educator preparation programs and preK-12 districts and schools understand their own data, engage in a root cause analyses with stakeholders, and engage in strategy determination specific to diversifying the education profession.
 - a. Conduct regional “equity labs” targeted at diversifying the education profession with both higher education and preK-12 districts and schools.
 - b. Promote better data gathering and reporting that can help inform the issues and progress related to diversifying the profession.
 - i. Consider including diversity data on educator preparation reports
 - ii. Consider including diversity data on Ohio School Report Cards
3. Engage the strong **network** of existing entities that support educators of color.
 - a. Collaborate with groups:
 - i. Ohio Alliance of Black School Educators
 - ii. Cleveland Area Minority Educators Recruitment Association
 - iii. Ohio Association of School Personnel Administrators – Minority Recruitment Committee
 - iv. Latino Affairs Commission
 - v. New African Commission
 - vi. Others as identified

BARRIERS

The taskforce underscored key barriers to move this work forward successfully in Ohio. Two main barriers recurred throughout the taskforce meetings and need to stay in the forefront as we move to implement recommendations.

Funding

A significant barrier is funding at various levels to provide support for this work. Many of the recommendations require some fiscal need across the continuum from attracting to retaining educators of color. This could include potential state budget appropriations to support this work. These recommendations may require more significant funding support, including:

- Loan forgiveness and scholarships; and
- Expanding grow your own programs.

Time

Ohio's student population grows continually diverse each school year, while developing an educator pipeline often can take more than five years. There is a sense of urgency to implement both short- and long-term strategies.

NEXT STEPS

The taskforce recommendations call for Ohio's agencies and organizations to take further action to diversify the education profession in Ohio. The Department will work alongside the Ohio Department of Higher Education to determine short- and long-term action steps for this work. The departments will post action steps on our webpages.

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