

Educator Diversity State Profile: TEXAS



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

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

Texas Demographic Data¹ 2018-2019

Student Data Source: The Education Trust's analysis of 2018-19 data retrieved from the state website

Teacher Data Source: The Education Trust's analysis of 2018-19 data retrieved from the state website

Race/ethnicity	Students	Teachers ²
Asian	4.5%	1.7%
Black	12.6%	10.5%
Latino	52.5%	27.6%
Multiracial	2.4%	1.1%
American Indian/Alaska Native	0.4%	0.4%
Native Hawaiian/Pacific Islander	0.1%	0.2%
White	27.5%	58.6%
Total Percentage of People of Color³	72.5%	41.4%

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

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

Schools With No Teachers of Color	4.7%
Percentage of All Students in Schools with No Teachers of Color	1.8%

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

State Teacher Diversity Data – Texas							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	White
Percent of students attending schools with no teachers of color	0.7%	0.5%	0.7%	*	*	*	49.2%
Percent of students attending schools with no same-race teachers	23.6%	6.3%	1.7%	*	*	*	0.1%
Percent of students attending schools with >5% same-race teachers	28.3%	80.1%	94%	*	*	*	99.8%
Percent of teachers working in schools with no other same-race teacher	23.5%	3.3%	0.8%	41.8%	71.6%	43.7%	0.1%

*Too few students or teachers

Access to Non-Novice Teachers in Texas

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

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

Disparities between schools serving the most and fewest Black students		
	Schools Serving the Most Black Students	Schools Serving the Fewest Black Students
Percent Novice Teachers	19%	13%
Percent First-Year Teachers	10%	7%
Disparities between schools serving the most and fewest Latino students		
	Schools Serving the Most Latino Students	Schools Serving the Fewest Latino Students
Percent Novice Teachers	17%	12%
Percent First-Year Teachers	9%	6%

Disparities between Black and Non-Black Students		
	Black Students	Non-Black Students
Percent of Students in schools with High (≥20%) percentages of Novice Teachers	34%	24%
Percent of Students in schools with High (≥10%) percentages of Uncertified Teachers	11%	6%
Disparities between Latino and Non-Latino Students		
	Latino Students	Non-Latino Students
Percent of Students in schools with High (≥20%) percentages of Novice Teachers	29%	22%
Percent of Students in schools with High (≥10%) percentages of Uncertified Teachers	8%	6%

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

Policy Scan

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

RATING SCALE



Meets all or most of the requirements within the goal



Meets some of the requirements within the goal



Meets one or no requirements within the goal

Strategies:

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

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

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

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

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

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



1: Make Educator Diversity Data Visible and Actionable to Stakeholders

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

For data to be meaningful, states must:

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Share annual school-level information about the racial demographics of the educator workforce, including online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Texas posts school-level data on the racial demographics of the educator workforce on the state website.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Massachusetts' data dashboard.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available school-level data about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of the teacher workforce Publicly available district-level information about the racial demographics of the teacher workforce included in a dashboard, report card, or report on the state of teacher workforce State-level information or no publicly available data on the racial demographics of the educator workforce 	

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Share the racial makeup of candidates attending in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Texas does not include any information about the racial makeup of candidates attending in-state teacher preparation programs on the state website.</p> <p>The state should include a racial breakdown of the candidates at each in-state teacher preparation program on their state education agency website, either through a dashboard or on individual educator preparation program report cards to provide key information to stakeholders. For an example, see Illinois' Annual Program Reporting system.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available data on the racial makeup of candidates entering each in-state teacher preparation programs each year, located through a state report or program report cards on the state-led website Publicly available data on website through links to the federal Title II reports and/or state-level diversity of candidates enrolled in teacher preparation programs Racial makeup of candidates entering teacher preparation programs not publicly available at all 	

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Share the racial makeup of candidates completing in-state teacher preparation programs annually, included online in a dashboard, school report cards, or a state-developed report on the diversity of the educator workforce</p>	<p>Texas posts program-level data on the racial makeup of candidates that complete in-state teacher preparation programs on the state website.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Tennessee's dashboard of the number of racially diverse candidate completers at each educator preparation program.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> Publicly available data on the racial makeup of candidates completing in-state teacher preparation programs by program-level each year, located through a state report or program report cards on the state-led website Publicly available data on website with state-level diversity of candidates completing teacher preparation programs Racial makeup of program completers at in-state teacher preparation programs not publicly available 	

Criteria	State Actions
<div data-bbox="94 241 321 304" style="background-color: #c00000; color: white; padding: 2px; display: inline-block;"> MEETS ONE OR NO REQUIREMENTS </div> <p data-bbox="142 319 667 426">Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession</p>	<p data-bbox="764 176 1401 247">Texas does not post information about the retention rates of educators of color on the state website.</p> <p data-bbox="764 296 1495 485">The state should include data on the retention rates of educators of color through a dashboard, on individual school reports cards, or through a state-developed report that analyzes the retention rates of educators of color. For an example, see Delaware's educator mobility data dashboard.</p>
<p data-bbox="110 516 354 548">Rating Methodology:</p> <ul data-bbox="115 569 1167 726" style="list-style-type: none"> <li data-bbox="115 569 1081 600">● Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level <li data-bbox="115 632 1167 663">● Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level <li data-bbox="115 695 729 726">● No data available on retention or turnover by race/ethnicity 	



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

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

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Set a clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., within five years).</p>	<p>Texas does not have a clear, numeric goal that is measurable and limited in time to increase the racial diversity of the educator workforce.</p> <p>The state should create a clear, numeric goal that is measurable and limited in time and make it publicly available. For an example, see Arkansas' goal to increase the number of minority teachers in public schools by 25% in 2025.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> • Has clear, numeric goal for increasing the racial diversity of the educator workforce that is measurable, publicly available, and includes a goal that is limited in time (e.g., increasing percentage of teachers of color by 25% in five years) • Has publicly stated a goal or desire to increase the diversity of the workforce, but the goal is not numeric, measurable, nor includes a goal that is limited in time • Has no publicly stated goal for increasing teacher diversity 	

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Offer opportunities to local stakeholders to provide input on and support for the goals</p>	<p>Texas showed no evidence of meeting this goal.</p> <p>The state should make an intentional effort to engage local stakeholders to provide input and support on educator diversity goals, including through stakeholder forums, listening tours, and meetings with key education advocacy groups.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> • Makes an intentional effort to engage local stakeholders to provide input and support on educator diversity goals including through stakeholder forums, listening tours, and meetings with key education advocacy groups • Offers public comment on legislation or policy changes related to efforts to increase the racial diversity of the educator workforce • Does not provide opportunities to local stakeholders to provide input and support for the goals 	

Criteria	State Actions
<p data-bbox="99 239 321 302">MEETS ONE OR NO REQUIREMENTS</p> <p data-bbox="142 317 699 464">Provide funding and guidance for districts and/or educator preparation programs to set goals and invest in strategies to increase the racial diversity of their educator populations</p>	<p data-bbox="768 174 1271 205">Texas showed no evidence of meeting this goal.</p> <p data-bbox="768 254 1495 520">The state should provide guidance and funding for districts and/or educator preparation programs to set goals, implement strategies, and develop plans to monitor progress. For an example, see New Jersey's Diversifying the Teacher Pipeline Competitive Grant Program for educator preparation programs to expand and develop plans to recruit and prepare more educators of color to meet the needs of partnering local education agencies (LEAs).</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="99 1050 321 1113">MEETS ONE OR NO REQUIREMENTS</p> <p data-bbox="142 1119 704 1299">Develop a task force, advisory group, or role within the state education agency with access to leadership to examine, create, and monitor strategies to increase the racial diversity of the educator workforce</p>	<p data-bbox="768 1035 1271 1066">Texas showed no evidence of meeting this goal.</p> <p data-bbox="768 1115 1495 1304">The state should bring together a task force or advisory group that can create a report or brief that includes data and recommendations to increase the racial diversity of the workforce at the state-level. For an example, see Ohio's Diversifying the Education Profession in Ohio Taskforce brief from fall 2018.</p>

Rating Methodology:

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



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

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

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

Criteria	State Actions
<p>MEETS SOME OF THE REQUIREMENTS</p> <p>Invest in scholarship and loan forgiveness programs to attract students of color into preparation programs and the teaching profession</p>	<p>Texas invests in loan-forgiveness programming for educators based on shortage and high-needs areas but not specifically targeting teachers of color.</p> <p>However, the state should invest in scholarships and/or loan-forgiveness programs that target students of color. For an example, see Florida’s Minority Teacher Education Scholars Program.</p>

Rating Methodology:

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

Criteria	State Actions
<p>MEETS SOME OF THE REQUIREMENTS</p> <p>Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</p>	<p>Texas has rigorous program approval standards for preparing and graduating candidates of color.</p> <p>However, the state should adopt a program approval standard that requires preparation programs to show evidence of plans and efforts to recruit and support a more racially diverse candidate pool in their programs. For an example, see Alabama’s program approval standards.</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="99 254 321 317">MEETS SOME OF THE REQUIREMENTS</p> <p data-bbox="142 331 721 443">Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</p>	<p data-bbox="764 170 1495 321">Texas developed explicit goals regarding closing pass rates by race and ethnicity during their teacher and principal certification redesign process. Texas is also working to replace their current licensure test requirements with the edTPA portfolio model for the 2022-23 school year.</p> <p data-bbox="764 369 1487 520">However, the state should take concrete actions to change licensure policies to increase diversity including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color.</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="99 1155 321 1218">MEETS ONE OR NO REQUIREMENTS</p> <p data-bbox="142 1232 675 1344">Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</p>	<p data-bbox="764 1071 1495 1144">Texas does not invest in teacher preparation programs that prepare a high number of candidates of color.</p> <p data-bbox="764 1192 1487 1423">The state should invest in supports and incentives for programs that prepare a high number of teachers of color, including MSIs, to grow their efforts to recruit and graduate more teachers of color. For an example, see Virginia’s increased investment in local historically Black colleges and universities (HBCUs) that prepare teachers of color to work in STEM fields.</p>

Rating Methodology:

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

MEETS ALL OR MOST OF THE REQUIREMENTS

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

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

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

Criteria	State Actions
 <p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Providing funding, guidance, and public support for Grow Your Own (GYO) programs that attract candidates of color</p>	<p>Texas provides funding opportunities and guidance for districts and preparation programs to invest in Grow Your Own programming to increase the quality and diversity of the workforce.</p> <p>Therefore, the state earned a green and is rated as a best practice in this category.</p>

Rating Methodology:

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

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</p>	<p>Texas does not invest in guidance on cultural competence or anti-bias professional development for hiring managers in the state.</p> <p>Therefore, the state earned a red in this category.</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="99 338 318 401">MEETS ALL OR MOST OF THE REQUIREMENTS </p> <p data-bbox="142 415 695 554">Investment in teacher academies and dual-enrollment programming to promote the teaching profession to a racially diverse group of students</p>	<p data-bbox="764 170 1500 401">Texas requires that the Texas Education Agency transfer excess funds in the charter school liquidation fund to support a grant program established by the agency to encourage high school students to enter the teaching profession. The state also invests in a pathway in their Grow Your Own programming that includes an option to develop teacher academies at the district level.</p> <p data-bbox="764 449 1458 680">Therefore, the state earned a green in this category. For another example of a state that earned a green, see Oregon’s Minority Educator Pipeline Models Grant, which provides funds to school districts and postsecondary institutions to create collaborative processes, including a high school cadet program to recruit future educators who are culturally and linguistically diverse.</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="99 1283 318 1346">MEETS ALL OR MOST OF THE REQUIREMENTS </p> <p data-bbox="142 1360 699 1499">Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</p>	<p data-bbox="764 1171 1487 1367">Texas provides funding opportunities and guidance for districts to partner with preparation programs to invest in Grow Your Own programming to increase the quality and diversity of the workforce. The guidance includes resources to support the development of strong partnerships between teacher preparation programs and districts.</p> <p data-bbox="764 1415 1471 1604">Therefore, the state earned a green in this category. For another example of a state that earned a green, see New York Teacher Diversity Pipeline Pilot program that funds partnerships between districts, preparation programs, and other entities to assist teacher aides and teaching assistants in obtaining teacher certifications.</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="100 199 321 262">MEETS ALL OR MOST OF THE REQUIREMENTS </p> <p data-bbox="142 277 714 457">Investing in diversifying the educator workforce in areas that influence hiring and recruitment decisions, including the education leaders at teacher preparation programs, district leadership, and school leadership</p>	<p data-bbox="766 168 1485 319">Texas invests in the Principal Residency Grant to provide districts with an opportunity to build strong campus leaders and support internal leadership pipelines through full-time, yearlong principal residencies. The grant includes a goal of diversifying the principal workforce.</p> <p data-bbox="766 367 1445 478">Therefore, the state earned a green in this category. For another example of a state that earned a green, see Massachusetts' investment in diversifying the superintendent pipeline.</p>
<p data-bbox="110 508 354 541">Rating Methodology:</p> <ul data-bbox="116 562 1453 798" style="list-style-type: none"> <li data-bbox="116 562 1412 634">● Investment in programming that increases the diversity in faculty in teacher preparation programs, district leadership, school leadership, or other areas that influence hiring and recruitment decisions <li data-bbox="116 661 1453 735">● Yellow: Commitment to the diversity of the educator workforce in areas that influence hiring and recruitment decisions including requiring programs and districts to report on efforts to increase the diversity of their workforces in these areas <li data-bbox="116 766 682 798">● No evidence of programming or support in this space 	

MEETS SOME OF
THE REQUIREMENTS

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

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

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

Criteria	State Actions
<p>MEETS SOME OF THE REQUIREMENTS</p> <p>Investing in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</p>	<p>Texas requires the commissioner of higher education to establish a Texas Teacher Residency Program at a public institution of higher education.</p> <p>However, the state should invest in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color. For an example, see California's investment in residency programs to recruit, develop support systems for, provide outreach and communication strategies to, and retain a diverse teacher workforce.</p>

Rating Methodology:

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

Criteria	State Actions
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Investing in opportunities for teachers of color to grow and develop in their abilities and their qualification for leadership roles, including targeted professional development, cohort models, and continuing education opportunities</p>	<p>Texas does not invest in opportunities for teachers of color to grow and develop in their abilities and qualification for leadership roles while in the classroom.</p> <p>The state does not provide professional learning opportunities for teachers of color to grow their leadership abilities, nor does it invest in pathways to leadership opportunities for teachers of color. For an example, see Massachusetts' investment in diversifying the superintendent pipeline.</p>

Rating Methodology:

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

Criteria	State Actions
<p>MEETS SOME OF THE REQUIREMENTS</p> <p>Investing in induction and mentoring programs that provide support to teachers of color early in their careers</p>	<p>Texas does not require districts to provide mentoring and induction programming, but the state allows districts to assign a mentor teacher to each classroom teacher with less than two years of teaching experience.</p> <p>However, the state should invest in an induction and mentoring program that provides at least two years of support for new teachers. For an example, see Minnesota's \$6 million investment in 2022 and 2023 for districts to develop mentorship programs that prioritize teachers of color.</p>

Rating Methodology:

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

Criteria	State Actions
<p data-bbox="99 197 321 260">  Investing in and providing guidance on cultural competence and anti-bias professional learning opportunities for school and district leaders </p>	<p data-bbox="769 170 1451 317">Texas provided an option for principals and principal supervisors to receive Positive School Culture training through the Education Service Centers in the state which included training on ensuring routines and procedures demonstrated cultural competence.</p> <p data-bbox="769 365 1325 401">Therefore, the state earned a yellow in this category</p>
<p data-bbox="110 430 355 466">Rating Methodology:</p> <ul data-bbox="115 483 954 642" style="list-style-type: none"> <li data-bbox="115 483 859 518">● State-led professional learning sessions for district and school leaders <li data-bbox="115 546 954 581">● Guidance on ways to ensure cultural competence for district and school leaders <li data-bbox="115 609 683 642">● No evidence of programming or support in this space 	

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

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

State Actions	Investments to Date
<p>State ARP Plan: Texas used \$34,451,850 in ESSER funding (including ARP) to provide stipends and implementation funds for "Grow Your Own" programming. The state also used \$91,205,000 in ESSER funding (including ARP) to support teacher residency programs</p>	<p>In the Texas state ARP plan, the SEA wrote that it would support high-quality preparation in year-long residencies by identifying EPPs with aligned programming and capacity, funding regional service centers to support EPP and LEA collaboration, and funding stipends for residents at LEAs for two years as they build and implement a sustainable model. The state will also continue to fund the Grow Your Own grant program. The plan did not specify which funds would be used for these initiatives.</p>
<p>Other Federal Investments to Note:</p>	

TAPPING INTO THE [AFTER-SCHOOL PIPELINE](#)

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

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

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

• State Actions:

MEETS ALL OR MOST OF THE REQUIREMENTS

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

- Texas provides funding opportunities and guidance for districts and preparation programs to invest in [Grow Your Own programming](#) to increase the quality and diversity of the workforce.

MEETS ALL OR MOST OF THE REQUIREMENTS

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

- Texas provides funding opportunities and guidance for districts to partner with preparation programs to invest in [Grow Your Own programming](#) to increase the quality and diversity of the workforce. The guidance includes resources to support the development of strong partnerships between teacher preparation programs and districts.

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

• State Actions:

MEETS SOME OF THE REQUIREMENTS

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

- Texas invests in [loan forgiveness programming](#) for educators based on shortage and high-needs areas but not specifically targeting teachers of color.

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

• State Actions:

MEETS SOME OF THE REQUIREMENTS

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

- Texas has [rigorous program approval](#) standards for preparing and graduating candidates of color.