

Educator Diversity State Profile: ILLINOIS



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 Illinois for advocates, educators, and policymakers leading this work at the state level.

Illinois Demographic Data (2018-19)¹

Student Data Source: [U.S. Department of Education, National Center for Education Statistics, Common Core of Data \(CCD\), 2017-18.](#)

Teacher Data Source: [U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey \(NTPS\), 2017-18.](#)

Race/ethnicity	Students	Teachers ²
Asian	5.1%	2.2%
Black	16.9%	5.5%
Latino	26.2%	9.7%
Multiracial	3.5%	0.4%
American Indian/Alaska Native	0.3%	Reporting standards not met
Native Hawaiian/Pacific Islander	0.1%	Reporting standards not met
White	48%	82%
Total Percentage of People of Color³	52%	18%

1. The data was pulled from K-12 public schools in the state, 2. K-12 classroom teacher full-time equivalents, 3. People of color describes people who identify as Asian, Black, Latino, multiracial, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander

Access to Non-Novice Teachers in Illinois

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 Illinois:

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	14%	9%
Percent First-Year Teachers	8%	5%
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	13%	11%
Percent First-Year Teachers	8%	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	22%	12%
Percent of Students in schools with High (≥10%) percentages of Uncertified Teachers	10%	2%
Disparities between Latino and Non-Latino Students		
	Latino Students	Non-Latino Students
Percent of Students in schools with High (≥20%) percentages of Novice Teachers	16%	14%
Percent of Students in schools with High (≥10%) percentages of Uncertified Teachers	6%	3%

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**


SHOWS IMPROVEMENT


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 SOME 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>Illinois posts district-level data on the racial demographics of the educator workforce on the state website.</p> <p>However, the state should include school-level data on the racial demographics of the educator workforce on its site and should make it easier to interpret. For an example, 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 ALL OR MOST OF THE 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>Illinois developed an Annual Program Reporting system to collect data from state teacher preparation programs that includes racial demographics of candidates entering in-state teacher preparation programs.</p> <p>The state earned a green and is rated as a best practice in this category.</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>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>Illinois developed an Annual Program Reporting system to collect data from state teacher preparation programs that includes racial demographics of candidates completing in-state teacher preparation programs</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
<p data-bbox="94 233 321 296">  MEETS SOME OF THE REQUIREMENTS </p> <p data-bbox="142 310 669 422"> Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession </p>	<p data-bbox="764 163 1495 239"> Illinois posts district-level data on the retention rates of educators of color on the state website. </p> <p data-bbox="764 285 1495 478"> However, 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="110 506 354 541">Rating Methodology:</p> <ul data-bbox="115 558 1175 716" style="list-style-type: none"> <li data-bbox="115 558 1089 594">● Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level <li data-bbox="115 621 1175 657">● Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level <li data-bbox="115 684 737 720">● No data available on retention or turnover by race/ethnicity 	

MEETS ALL OR MOST OF THE REQUIREMENTS

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 ALL OR MOST OF THE 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>Illinois posted a goal to increase the number of minority teachers in Illinois public schools by the year 2025 and the number of minority teacher candidates by 2023 on their state website.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, 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 ALL OR MOST OF THE REQUIREMENTS</p> <p>Offer opportunities to local stakeholders to provide input on and support for the goals</p>	<p>Illinois has offered opportunities for stakeholders to weigh in on the agency's strategic plan, which includes goals centered on diversifying the workforce. Townhall-type meetings were held to gain feedback, and the draft report was posted online with an email address for public comment to be submitted.</p> <p>Therefore, the state earned a green in this category.</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="99 233 321 296">MEETS SOME OF THE REQUIREMENTS</p> <p data-bbox="142 310 699 457">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="764 163 1461 279">Illinois provides links to externally created resources for local education agencies (LEAs) and educator prep programs on how to diversify the educator workforce on state website.</p> <p data-bbox="764 323 1502 516">The state should pair this guidance with funding opportunities to implement the strategies and develop plans to monitor progress. For an example, see New Jersey's Diversifying the Teacher Pipeline Competitive Grant that expands and develops plans to recruit and prepare more educators of color to meet the needs of partnering with LEAs.</p>
<p data-bbox="110 548 354 579">Rating Methodology:</p> <ul data-bbox="115 600 1494 873" style="list-style-type: none"> ● 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 1041 321 1104">MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p data-bbox="142 1119 699 1297">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="764 1031 1487 1146">Illinois created a network of state members to track and monitor progress toward their educator diversity goals, including assigning a point of contact and lead to oversee the work.</p> <p data-bbox="764 1190 1474 1297">Therefore, the state earned a green in this category. For another example of a state that earned a green, see Ohio's Diversifying the Education Profession in Ohio Taskforce brief from fall 2018.</p>
<p data-bbox="110 1333 354 1365">Rating Methodology:</p> <ul data-bbox="115 1386 1505 1621" style="list-style-type: none"> ● 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 	

MEETS SOME OF THE REQUIREMENTS




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 ALL OR MOST 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>Illinois invests in The Minority Teachers of Illinois scholarship program that provides scholarships for students of color who have achieved a secondary grade point average of 2.5 on a 4.0 scale, are enrolled on at least a half-time basis at a qualified institution in a course of study leading to teacher licensure and maintain a grade point average above 2.5 on a 4.0 scale. In 2021, Illinois passed legislation to increase the scholarship ceiling to \$7,500 and to include a new carve-out for bilingual candidates, pending appropriations.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, 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>Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</p>	<p>Illinois will require all teacher preparation programs to create plans that diversify their candidate enrollment starting in 2022-23.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, 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>Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</p>	<p>Illinois developed new Culturally Responsive Teaching and Leading Standards that were passed in 2021.</p> <p>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
<div data-bbox="99 233 321 296" style="background-color: #c00000; color: white; padding: 2px; display: inline-block; font-size: 8px; margin-bottom: 10px;"> MEETS ONE OR NO REQUIREMENTS </div> <p data-bbox="142 310 675 422">Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</p>	<p data-bbox="764 170 1268 201">Illinois shows no evidence of meeting this goal.</p> <p data-bbox="764 247 1487 478">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 (MSIs) 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>Illinois funds Grow Your Own Illinois, which includes direct state funding to provide scholarships and assistance for community members to become certified teachers and work in schools in the state.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see Texas' Grow Your Own grant program.</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 SOME OF THE REQUIREMENTS</p> <p>Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</p>	<p>Illinois set an FY21 goal to invest in anti-bias and cultural competence training within the state education agency.</p> <p>Therefore, the state earned a yellow 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="99 457 321 520">MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p data-bbox="142 531 695 674">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 1495 674">The Grow Your Own Illinois program is required to consider high school students enrolled in a dual-credit course as potential candidates for recruitment. The statute also establishes the Golden Apple Scholars of Illinois Program to encourage academically talented students, especially students of color, to pursue teaching careers. In addition, state regulation establishes the Paul Douglas Teacher Scholarship Program to encourage outstanding high school graduates to pursue teaching careers. Illinois recognized Educators Rising as a Career and Technical Service Organization (CTSO), unlocking Perkins funding. The Illinois P20 Council and other partners have also established the Scaling Education Pathways in Illinois initiative, which drives innovation in college and secondary district partnerships to expand early college and career development opportunities.</p> <p data-bbox="764 726 1463 957">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>
<p data-bbox="110 989 354 1020">Rating Methodology:</p> <ul data-bbox="115 1041 1495 1272" style="list-style-type: none"> <li data-bbox="115 1041 1495 1104">● Investment in teacher academies and dual-enrollment programming with the focus on attracting candidates of color and diversifying the educator workforce <li data-bbox="115 1146 1495 1209">● Investment in teacher academies and/or dual-enrollment programming that help all candidates to the profession but does not prioritize candidates of color <li data-bbox="115 1251 1495 1272">● No investment in teacher academies and dual-enrollment programming to recruit future candidates 	

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</p>	<p>Illinois funds Grow Your Own Illinois, which facilitates partnership opportunities between districts, preparation programs, and Community Based Organizations in the state.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, see New York's 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>MEETS ONE OR NO REQUIREMENTS</p> <p>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>Illinois shows no evidence of meeting this standard.</p> <p>The state should invest 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. For an example, see Massachusetts' investment in diversifying the superintendent pipeline.</p>

Rating Methodology:


- 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
- 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
- No evidence of programming or support in this space

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
<div data-bbox="103 825 253 848" data-label="Text">MEETS ALL OR MOST OF THE REQUIREMENTS</div> <p data-bbox="142 884 722 1024">Investing in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</p>	<p data-bbox="769 684 1471 915">Illinois developed an Alternative Educator Licensure Program for Teachers, which requires, among other things, a first year of residency. In addition, consistent with its ESSA state plan, Illinois is using state funds to support partnerships between institutions of higher education and high-need school districts to plan full-year teacher residencies through its Teacher Residency Planning Grant.</p> <p data-bbox="769 961 1503 1150">Therefore, the state earned a green in this category. For another example of a state that earned a green, 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>
<p data-bbox="110 1184 354 1215">Rating Methodology:</p> <ul data-bbox="116 1236 1503 1512" style="list-style-type: none"> <li data-bbox="116 1236 1503 1310">● 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 <li data-bbox="116 1341 1503 1451">● 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 <li data-bbox="116 1482 1503 1512">● No investment or policy support for residency programming or alternative certification programming 	

Criteria	State Actions
<p>SHOWS IMPROVEMENT </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>Illinois invested \$2 million to create affinity groups for educators of color, which will include opportunities to build community and develop professionally.</p> <p>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>

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 ALL OR MOST OF THE REQUIREMENTS </p> <p>Investing in induction and mentoring programs that provide support to teachers of color early in their careers</p>	<p>Illinois provides a two-year induction and mentoring program for new teachers.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, 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
<div data-bbox="99 233 321 296" style="background-color: #c00000; color: white; padding: 2px; display: inline-block; font-size: 8px; margin-bottom: 10px;"> MEETS ONE OR NO REQUIREMENTS </div> <div data-bbox="256 233 321 296" style="background-color: #c00000; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-left: 5px;"></div> <p data-bbox="142 310 716 422" style="margin-top: 10px;">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 1487 401">Illinois law requires districts to provide implicit bias training to teachers and staff in each school. However, an unpublished survey conducted by Advance Illinois in summer of 2020 showed that most districts either had not done the training or were relying on an asynchronous online “click-through” training that teachers felt was not satisfactory.</p> <p data-bbox="769 447 1292 478">Therefore, the state earned a red in this category.</p>
<p data-bbox="115 510 354 541">Rating Methodology:</p> <ul data-bbox="115 562 959 720" style="list-style-type: none"> <li data-bbox="115 562 862 594">● State-led professional learning sessions for district and school leaders <li data-bbox="115 625 959 657">● Guidance on ways to ensure cultural competence for district and school leaders <li data-bbox="115 688 686 720">● 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: In the Illinois state ARP plan, the SEA wrote that it is currently pursuing data-driven work with educator preparation programs to set and achieve specific diversity targets for recruitment and retention. It is also collaborating with other education agencies, such as the Illinois Community College Board and Illinois Board of High Education, to streamline articulation, promote dual enrollment, emphasize recruitment, and develop seamless curriculum for future educators from early college experiences through licensure.</p> <p>The state supports residency programs and other proven preparation models that prepare candidates for high-needs placements, such as Golden Apple, Grow Your Own Teachers Illinois, and Teach for America.</p> <p>In the past two years, the SEA has also funded two cohorts of CTE Educator Career Pathway grants to attract high school students to careers in education and accelerate their preparation and readiness through education-related field experiences and dual credit coursework.</p>	<p>Illinois used nearly \$10 million of ARP funds for projects that help build a diverse workforce that reflects the state's student population, including partnerships with educator preparation programs, teacher residency programs, and programs to support the pipeline for bilingual educators.</p>

Other Federal Investments to Note: Illinois used Title IIA funds to support the development and implementation of the [Culturally Responsive Teaching and Leading Standards in educator preparation programs](#), which will have the added benefit of making programs more attractive, inclusive, and responsive to candidates of color.

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

- Illinois funds [Grow Your Own Illinois](#), which includes direct state funding to provide scholarships and assistance for community members to become certified teachers and work in schools in the state

MEETS ALL OR MOST OF THE REQUIREMENTS

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

- Illinois funds [Grow Your Own Illinois](#), which facilitates partnership opportunities between districts, preparation programs, and community-based organizations in the state.

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 ALL OR MOST OF THE REQUIREMENTS

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

- Illinois invests in The Minority Teachers of Illinois scholarship program, which provides scholarships for students of color who have achieved a secondary grade point average of 2.5 on a 4.0 scale, are enrolled on at least a half-time basis at a qualified institution in a course of study leading to teacher licensure and maintain a grade point average above 2.5 on a 4.0 scale.

In 2021, Illinois passed legislation to increase the scholarship ceiling to \$7,500 and to include a new carve-out for bilingual candidates, pending appropriations.

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 ALL OR MOST OF THE REQUIREMENTS

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

- Illinois will require all teacher preparation programs to [create plans to diversify their candidate enrollment](#) starting in 2022-23.