

Educator Diversity State Profile: **MICHIGAN**



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

Michigan 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	3.5%	0.8%
Black	17.6%	7%
Latino	8.2%	1.2%
Multiracial	4.3%	0.3%
American Indian/Alaska Native	0.6%	0.3%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	65.8%	90.3%
Total Percentage of People of Color³	34.2%	9.7%

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	48.6%
Percentage of All Students in Schools with No Teachers of Color	39.7%

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 – Michigan

	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	White
Percent of students attending schools with no teachers of color	25.8%	11.3%	31.5%	37.5%	*	*	49.2%
Percent of students attending schools with no same-race teachers	49.1%	18.2%	52.5%	89.3%	*	*	0.0%
Percent of students attending schools with >5% same-race teachers	9.4%	67.9%	18.3%	1.1%	*	*	100%
Percent of teachers working in schools with no other same-race teacher	50.6%	5.3%	48.2%	64.2%	65.9%	67.6%	0.0%

*Too few students or teachers

Access to Non-Novice Teachers in Michigan

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 Michigan:

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	13%	8%
Percent First-Year Teachers	6%	4%

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	10%	10%
Percent First-Year Teachers	5%	5%

Disparities between Black and Non-Black Students		
	Black Students	Non-Black Students
Percent of Students in schools with High ($\geq 20\%$) percentages of Novice Teachers	18%	8%
Percent of Students in schools with High ($\geq 10\%$) percentages of Uncertified Teachers	2%	>1%
Disparities between Latino and Non-Latino Students		
	Latino Students	Non-Latino Students
Percent of Students in schools with High ($\geq 20\%$) percentages of Novice Teachers	12%	10%
Percent of Students in schools with High ($\geq 10\%$) percentages of Uncertified Teachers	3%	2%

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 that 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
<div data-bbox="103 709 253 743" data-label="Text">MEETS ALL OR MOST OF THE REQUIREMENTS</div> <div data-bbox="138 766 714 951" data-label="Text"> <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> </div>	<p>Michigan 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 SOME 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>Michigan posts the link to Title II on the state website, which includes posting data on racial makeup of candidates entering each in-state preparation program.</p> <p>However, 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's 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>SHOWS IMPROVEMENT</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>Michigan posts aggregate information about in-state teacher preparation program completers in the annual Educator Workforce Data Report. Additionally, a link to Title II is available on the state website, which includes aggregate data and the last two collections by EPP.</p> <p>The state should include a racial breakdown of the candidates that complete the program 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 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="120 254 250 289">MEETS SOME OF THE REQUIREMENTS</p>  <p data-bbox="142 321 667 426">Publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession</p>	<p data-bbox="764 176 1503 247">Michigan posts state-level data on the retention rates of educators of color on the state website.</p> <p data-bbox="764 296 1503 485">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="110 516 354 552">Rating Methodology:</p> <ul data-bbox="115 569 1175 726" style="list-style-type: none"> <li data-bbox="115 569 1089 604">● Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level <li data-bbox="115 632 1175 667">● Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level <li data-bbox="115 695 737 730">● 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>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>Michigan has a clear goal and associated metrics for increasing the racial diversity of the educator workforce published on its state website.</p> <p>For another example of green, see Arkansas' goal to increase the number of minority teachers in public schools by 25% in 2025.</p>

Rating Methodology:

- 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>Offer opportunities to local stakeholders to provide input on and support for the goals</p>	<p>Michigan's Top 10 Strategic Education Plan was developed through stakeholder input and support, including: 1) nearly 50 interviews and focus groups with State Board of Education (SBE) members, education partners, stakeholders, legislators, tribal partners, and Michigan Department of Education (MDE) Staff; 2) almost 12,000 survey responses; 3) several SBE presentations; and 4) numerous stakeholder discussions. The approved 2020 plan includes a goal to increase the numbers of certified teachers in areas of shortage, and initiatives related to increase racial diversity of the workforce are an essential component of achieving their goal.</p> <p>Therefore, the state received a green in this category.</p>

Rating Methodology:

- 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>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>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>Michigan provides guidance for partnerships through Grow Your Own programs for districts and preparation programs. In 2022, Michigan also used \$1 million in state funds to go toward its first Grow Your Own grant.</p> <p>Therefore, the state earned a green in this category. For another example of a state that earned a green, 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 with 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>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>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>Michigan established the Diverse Educator Advisory Group in 2021 to provide recommendations for changes to educator workforce policy. The results of this group's work are currently being reviewed by department staff. MDE has also hired a director of diversity, equity, and inclusion, who is responsible for developing and supporting internal and external efforts and strategies that foster greater fairness and inclusion in the state's public schools.</p> <p>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>

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

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 ONE OR NO REQUIREMENTS</p> <p>Invest in scholarship and loan forgiveness programs to attract students of color into preparation programs and the teaching profession</p>	<p>Michigan does not invest in scholarships and/or loan-forgiveness programs to attract students of color into teacher preparation programs.</p> <p>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
<div data-bbox="99 394 321 457" style="background-color: #4CAF50; color: white; padding: 5px; border-radius: 50%; display: inline-block;"> MEETS ALL OR MOST OF THE REQUIREMENTS </div> <p data-bbox="142 472 711 577">Adopt rigorous program approval standards to compel teacher preparation programs to recruit and graduate candidates of color</p>	<p data-bbox="764 170 1503 638">Michigan requires that all educator preparation providers earn and maintain national accreditation through the Council for Accreditation of Educator Preparation (CAEP). Component 1 of CAEP Standard 3, on Candidate Recruitment, Progression, and Support, states: “The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress toward a candidate pool which reflects the diversity of America’s P-12 students.” Providers must demonstrate that their programs meet this standard to become accredited.</p> <p data-bbox="764 684 1446 795">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>
<p data-bbox="115 827 354 861">Rating Methodology:</p> <ul data-bbox="115 877 1503 1077" style="list-style-type: none"> <li data-bbox="115 877 1295 911">● Program approval standard requires programs to report plans or efforts to recruit and/or support candidates of color <li data-bbox="115 940 1503 1014">● 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 <li data-bbox="115 1043 997 1077">● No mention of recruiting or graduating candidates of color from preparation programs 	

Criteria	State Actions
<p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Interrogate licensure policies for racial bias and adopt licensure policies that increase diversity while maintaining quality and rigor</p>	<p>Michigan reviewed the licensure process and determined that the basic skills test/SAT required for Michigan teaching certification served as a gatekeeper for candidates entering preparation programs and disproportionately excluded people of color from preparation programs. Instead, a rigorous content- and/or grade-level certification test was deemed sufficient to ensure a candidate's readiness to enter the profession. The MDE worked with the Michigan legislature in 2018 to repeal the requirement for passage of a basic skills test prior to student teaching. Additionally, all Michigan Test for Teacher Certification materials, including test frameworks, questions, and performance data, are subjected to a rigorous bias-review process.</p> <p>Therefore, the state earned a green in this category.</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>MEETS ONE OR NO REQUIREMENTS</p> <p>Invest in preparation programs that prepare a high number of teachers of color, including minority serving institutions</p>	<p>Michigan does not invest in teacher preparation programs that prepare a high number of candidates of color.</p> <p>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), which 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



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>Providing funding, guidance, and public support for Grow Your Own (GYO) programs that attract candidates of color</p>	<p>Michigan has provided grants to districts for covering tuition and expenses for GYO programs for school staff, with an emphasis on recruiting educators from a diverse background.</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>Investing in and providing guidance on cultural competence and anti-bias trainings and resources for hiring managers</p>	<p>Michigan shows no evidence of meeting this standard.</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>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Investment in teacher academies and dual-enrollment programming to promote the teaching profession to a racially diverse group of students</p>	<p>Michigan’s state legislature appropriated funds in the 2018-19 budget to establish a teacher recruitment program that provides resources and programming to high school students who are interested in teaching and who are members of underrepresented groups in the teaching profession.</p> <p>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>SHOWS IMPROVEMENT</p> <p>Investing in partnerships between districts and teacher preparation programs, particularly programs with a diverse candidate population, to ensure targeted hiring</p>	<p>Michigan has invested in the approval of two new alternative route programs, which are designed as partnerships between districts and teacher preparation programming to ensure targeted hiring of teachers of color.</p> <p>However, the state should invest in partnerships between districts and teacher preparation programs with the focus of attracting candidates of color to diversify the educator workforce. For an example, see New York’s Teacher Diversity Pipeline Pilot program, which 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
<div data-bbox="94 197 321 260" style="background-color: #c00000; color: white; padding: 2px; display: inline-block; font-weight: bold;">MEETS ONE OR NO REQUIREMENTS</div> <div data-bbox="256 197 321 260" style="background-color: #c00000; border-radius: 50%; width: 20px; height: 20px; display: inline-block; margin-left: 5px;"></div> <p data-bbox="142 275 716 457">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="764 170 1463 239">Michigan does not invest in diversifying the educator workforce in areas that influence hiring and recruitment decisions.</p> <p data-bbox="764 289 1495 478">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>
<p data-bbox="110 510 354 541">Rating Methodology:</p> <ul data-bbox="115 562 1458 800" style="list-style-type: none"> <li data-bbox="115 562 1419 632">● 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="115 663 1458 737">● 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="115 768 688 800">● 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="103 743 253 766" data-label="Page-Header">MEETS ALL OR MOST OF THE REQUIREMENTS</div> <p data-bbox="142 806 724 947">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 1487 758">Michigan uses Title II, Part A funds to expand residency programs in the state consistent with its ESSA state plan.</p> <p data-bbox="769 806 1503 993">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 1026 354 1058">Rating Methodology:</p> <ul data-bbox="116 1079 1503 1354" style="list-style-type: none"> <li data-bbox="116 1079 1503 1152">● 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 1182 1503 1293">● 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 1323 1503 1354">● 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>In 2021, Michigan provided grant funds that supported the development of high-quality professional development enhancing the experiences of teachers of color, and resources and materials designed to support and retain a diverse professional workforce.</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>Michigan provides a three-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
<p data-bbox="121 184 251 226">MEETS SOME OF THE REQUIREMENTS </p> <p data-bbox="142 254 711 359">Investing in and providing guidance on cultural competence and anti-bias professional learning opportunities for school and district leaders</p>	<p data-bbox="768 191 1490 260">Michigan posted guidance on social justice and anti-racist teaching and curriculum on their state website for classroom teachers.</p> <p data-bbox="768 308 1328 342">Therefore, the state earned a yellow in this category.</p>
<p data-bbox="110 390 354 424">Rating Methodology:</p> <ul data-bbox="115 443 959 600" style="list-style-type: none"> <li data-bbox="115 443 862 476">● State-led professional learning sessions for district and school leaders <li data-bbox="115 506 959 539">● Guidance on ways to ensure cultural competence for district and school leaders <li data-bbox="115 569 686 602">● 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 Michigan state ARP plan, the SEA wrote that it had recently approved two LEA-based alternative routes to teacher certification in Detroit that are designed to recruit, train, and retain high quality educators, particularly teachers of color and male teachers of color. The state has also recently approved several new expedited educator preparation programs with residency models. It also has invested in providing an opportunity for districts to reflect diverse communities by way of the development of both high-quality, replicable professional development that enhances the experiences of teachers of color and replicable resources and materials designed to support and retain a diverse professional workforce. The expectation is that the programs will be “scaled for statewide implementation to increase the recruitment and retention of educators of color”</p>	<p>No other investments to note or the state education agency did not respond to questions about investments.</p>
<p>Other Federal Investments to Note: Michigan has used Title IIA funding to invest in Grow Your Own programs for school staff and students in grades 6-12 who aspire to be teachers, with an emphasis on recruiting educators from a diverse background.</p> <p>Alternative routes to special education endorsements have also been developed and communicated to the field.</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

- Michigan has provided grants to districts for covering tuition and expenses for [Grow Your Own](#) programs for school staff, with an emphasis on recruiting educators from a diverse background.

MEETS SOME OF THE REQUIREMENTS

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

- Michigan has invested in the approval of two new alternative route programs which are designed as partnerships between districts and teacher preparation programming to ensure targeted hiring of teachers of color.

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 ONE OR NO REQUIREMENTS

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

- Michigan does not invest in scholarships and/or loan forgiveness programs to attract students of color into teacher preparation programs.

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

- Michigan requires that all educator preparation providers earn and maintain national accreditation through the [Council for Accreditation of Educator Preparation \(CAEP\)](#). Component 1 of CAEP Standard 3, on Candidate Recruitment, Progression, and Support, states "The provider presents goals and progress evidence for recruitment of high-quality candidates from a broad range of backgrounds and diverse populations that align with their mission. The provider demonstrates efforts to know and address state, national, regional, or local needs for hard-to-staff schools and shortage fields. The goals and evidence should address progress towards a candidate pool which reflects the diversity of America's P-12 students." Providers must demonstrate that their programs meet this standard to become accredited.