

Educator Diversity State Profile: **KENTUCKY**



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 PEOPLE 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 high-quality teachers from diverse backgrounds. This brief is designed to support these efforts by providing data analyses and a landscape of policies and practices in Kentucky for advocates, educators, and policymakers leading this work at the state level.

Kentucky Demographic Data¹ (2018-19)

Student Data Source: [Ed Trust's analysis of 2018-19 data retrieved from the state website](#)

Teacher Data Source: [Ed Trust's analysis of 2018-19 data retrieved from the state website](#)

Race/ethnicity	Students	Teachers ²
Asian	1.9%	0.4%
Black	10.5%	3.3%
Latino	7.2%	0.9%
Multiracial	4.1%	0.1%
American Indian/Alaska Native	0.1%	0.1%
Native Hawaiian/Pacific Islander	0.1%	0.1%
White	76.1%	95.3%
Total Percentage of People of Color³	23.9%	4.7%

Schools With No Teachers of Color	56.9%
Percentage of All Students in Schools with No Teachers of Color	45.3%

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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.

State Teacher Diversity Data – Kentucky							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	
Percent of students attending schools with no teachers of color	*	11.3%	27.1%	33.9%	*	*	53.0%
Percent of students attending schools with no same-race teachers	*	14.8%	59.3%	97.5%	*	*	0.0%
Percent of students attending schools with >5% same-race teachers	*	61.2%	8.9%	0.0%	*	*	100%
Percent of teachers working in schools with no other same-race teacher	60.1%	13.4%	45.9%	100%	76.9%	88.6%	0.0%

Access to diverse teachers can vary widely across districts within a state, and statewide averages can sometimes mask those differences. Below are district-level findings that showcase how the same data points compare across Kentucky's three largest districts.

State Teacher Diversity Data – Boone County							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	
Percent of students attending schools with no teachers of color	*	27.8%	28.0%	41.8%	*	*	37.4%
Percent of students attending schools with no same-race teachers	*	59.9%	46.8%	*	*	*	0.0%
Percent of students attending schools with >5% same-race teachers	*	11.0%	12.1%	*	*	*	100%
Percent of teachers working in schools with no other same-race teacher	*	70.0%	12.5%	*	*	*	0.0%

State Teacher Diversity Data – Fayette County							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	
Percent of students attending schools with no teachers of color	3.4%	1.7%	2.6%	4.8%	*	*	6.6%
Percent of students attending schools with no same-race teachers	18.1%	1.9%	40.3%	*	*	*	0.0%
Percent of students attending schools with >5% same-race teachers	4.3%	67.5%	24.9%	*	*	*	100%
Percent of teachers working in schools with no other same-race teacher	47.9%	5.7%	17.6%	*	*	*	0.0%

State Teacher Diversity Data – Jefferson County							
	Asian	Black	Latino	Multiracial	American Indian/ Alaska Native	Native Haw./ Pac. Islander	
Percent of students attending schools with no teachers of color	1.1%	1.7%	1.6%	2.2%	*	*	1.8%
Percent of students attending schools with no same-race teachers	57.1%	1.7%	38.3%	*	*	*	0.0%
Percent of students attending schools with >5% same-race teachers	7.2%	82.0%	15.0%	*	*	*	100%
Percent of teachers working in schools with no other same-race teacher	48.6%	2.6%	33.3%	*	63.6%	*	0.0%

*Too few students or teachers

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

Policy Scan

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 to intentionally recruit and hire a diverse teaching workforce**

- 5. Invest in efforts to retain teachers of color include improving working conditions and providing opportunities for personal and professional growth for teachers of color**

- 6. Use federal COVID-related relief funds to invest in strategies to 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>Have publicly available information about the racial demographics of the educator workforce</p>	<p>Kentucky posts school-level data on the racial demographics of the educator workforce on the state website through school report cards.</p>

Rating Methodology:

- 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>Have publicly available data on the racial makeup of candidates entering in-state teacher preparation programs</p>	<p>Kentucky posts program-level data on the racial makeup of candidates entering in-state teacher preparation programs on the state website dating back to 2007.</p>

Rating Methodology:

- 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 ONE OR NO REQUIREMENTS</p> <p>Have publicly available data on the racial makeup of program completers at in-state teacher preparation programs</p>	<p>Kentucky does not include any information about the racial makeup of candidates that complete in-state teacher preparation programs on the state website.</p>

Rating Methodology:

- 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>MEETS ONE OR NO REQUIREMENTS</p> <p>Have publicly available persistence data disaggregated by race/ethnicity on teachers who remain in the profession</p>	<p>Kentucky does not post information about the retention rates of educators of color on the state website.</p> <p>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>

Rating Methodology:

- Publicly available retention or turnover data disaggregated by race/ethnicity at the school-level
- Publicly available retention or turnover data disaggregated by race/ethnicity at the state or district-level
- 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>Publicly set clear, numeric goals for increasing the diversity of the educator workforce</p>	<p>Kentucky posted goals for recruiting and retaining a racially diverse workforce and the state is under a statutory mandate to develop a strategic plan.</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>MEETS ALL OR MOST OF THE REQUIREMENTS</p> <p>Make publicly available opportunities for local stakeholders to provide input and support on teacher diversity goals</p>	<p>The Kentucky Commissioner of Education formed the Kentucky Coalition for Advancing Education, a group with diverse perspectives from across the Commonwealth, whose goal was to bring together the lessons learned from the listening tours. The coalition produced the United We Learn: Hearing Kentucky's Voices on the Future of Education report, which lays out how education can be improved in Kentucky. While teacher diversity was not the central focus of the report, some district leaders who were interviewed discussed the need for more diverse hiring practices.</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 preparation programs to set goals and invest in strategies to increase the racial diversity of the educator workforce</p>	<p>Kentucky reinvested in the Kentucky Academy for Equity in Teaching program which provides guidance and funding to districts and preparation programs on multiple strategies to increase the diversity of the workforce.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● Provide 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 ● Provide 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>Kentucky established the Diversity, Equity, Inclusion and Belonging Team, which provides resources and tools to help schools and districts provide equitable opportunity and access to all students through the Equity Toolkit and other initiatives. One initiative to increase educator diversity specifically is the Kentucky Academy for Equity in Teaching (KAET) project, which aims to provide all students with equitable access to effective, experienced, and diverse educator workforce that will help ensure all graduates are prepared to be successful members of a global society.</p>
<p>Rating Methodology:</p> <ul 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 ONE OR NO 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 teacher preparation programs</p>	<p>Kentucky established the Kentucky Academy for Equity in Teaching in 2019, a renewable loan-forgiveness program designed to identify, support and prepare a more diverse teacher candidate pool. Undergraduate students enrolled in educator preparation programs can receive up to \$5,000 per semester for up to four semesters over the course of three academic years, receiving no more than \$20,000 total. Students in an initial certification master’s educator preparation programs are eligible to receive up to \$2,500 per semester for up to four semesters over the course of three academic years, with a maximum \$10,000 total award.</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 ONE OR NO REQUIREMENTS</p> <p>Adopt rigorous program approval standards for teacher preparation programs to recruit and graduate candidates of color</p>	<p>Kentucky does not have any program approval standards that compel programs to recruit and graduate candidates of color.</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
<div data-bbox="99 243 321 306">  <p>MEETS ONE OR NO REQUIREMENTS</p> </div> <p data-bbox="142 321 597 464">Have interrogated licensure policies for ethno-racial bias and adopted licensure policies that increase diversity while maintaining quality and rigor</p>	<p data-bbox="768 333 1268 365">Kentucky shows no evidence of meeting this goal.</p>

Rating Methodology:

- Have taken concrete actions to change licensure policies to increase diversity, including eliminating assessments or other burdensome licensure requirements that disproportionately affect candidates of color
- Have 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="99 972 321 1035">  <p>MEETS ALL OR MOST OF THE REQUIREMENTS</p> </div> <p data-bbox="142 1050 662 1152">Invest in minority-serving institutions that prepare a disproportionate number of teachers of color</p>	<p data-bbox="768 947 1479 1176">Kentucky passed SB270 (2021), which encourages partnerships with historically Black colleges and universities (HBCUs) and establishes the West Louisville Historically Black Colleges and Universities Pilot Project, to build partnerships between Kentucky State University and surrounding HBCUs that provide dual enrollment, undergraduate, graduate, and courses for credit toward certificates.</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


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>Funding, guidance, and support for Grow Your Own (GYO) programs that traditionally attract candidates of color</p>	<p>In 2022, Kentucky provided \$500,000 in Grow Your Own grants to LEAs. The state also has a statute that requires the department of education to develop a plan to create programming that encourages paraprofessionals in schools and other nontraditional students to pursue additional education to become teachers.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● 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 ALL OR MOST OF THE REQUIREMENTS</p> <p>Investing in and provide guidance on cultural competence and anti-bias professional development for hiring managers in the state</p>	<p>Kentucky trained district representatives using the A4 Model for Cultural Competence, a framework designed to provide individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences in increasingly diverse domestic and international environments.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● 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 SOME OF THE REQUIREMENTS </p> <p>Investments in teacher academies and dual-enrollment programming to promote the teaching profession to a racially diverse group of students</p>	<p>Kentucky is required by law to develop a plan for recruitment to the teaching profession, including an early recruitment program to inform middle and high school students about the potential of a teaching career. The SEA also supports Educators Rising and a Teaching and Learning CTE career pathway.</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>MEETS ONE OR NO REQUIREMENTS </p> <p>Investments in partnerships between districts and teacher preparation programs, particularly minority-serving institutions, to ensure targeted hiring</p>	<p>Kentucky shows no evidence of meeting this standard.</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="94 241 321 304" style="background-color: #c00000; color: white; padding: 2px;"> MEETS ONE OR NO REQUIREMENTS </div> <p data-bbox="142 321 722 499">Investments 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="764 352 1339 384">Kentucky shows no evidence of meeting this standard.</p>
<p data-bbox="110 531 354 562">Rating Methodology:</p> <ul data-bbox="115 583 1474 821" style="list-style-type: none"> <li data-bbox="115 583 1421 653">● 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="115 684 1474 753">● 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="115 785 686 821">● 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
<p>MEETS ONE OR NO REQUIREMENTS</p> <p>Investment in high-retention pathways to teaching, including residency models and alternative certification programs that traditionally support and develop teachers of color</p>	<p>Kentucky shows no evidence of meeting this standard.</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 SOME OF THE REQUIREMENTS</p> <p>Investments in opportunities for teachers of color to grow and develop in their abilities and in their qualification for leadership roles including mentor programs, professional development, and continuing education opportunities</p>	<p>Kentucky developed a four-part module series based on the A4 Model for Cultural Competence that will be made available to all Kentucky public educators to assist in the development of more effective and equitable strategies and practices to meet the needs of all students.</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>Investment in induction programs that provide targeted support to teachers of color early in their careers</p>	<p>Kentucky provides a one-year induction and mentoring program for new teachers.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● 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>Investments in and provide guidance on cultural competence and anti-bias professional learning opportunities for school and district leaders</p>	<p>Kentucky trained district representatives using the A4 Model for Cultural Competence, a framework designed to provide individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences in increasingly diverse domestic and international environments. District representatives then trained school staff using the model.</p>
<p>Rating Methodology:</p> <ul style="list-style-type: none"> ● State-led professional learning sessions for district and school leaders ● Guidance on ways to ensure cultural competence for district and school leaders ● 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:

State ARP Plan:

In the Kentucky state ARP plan the SEA wrote that it will use a competitive grant program to allot funds for establishing Grow Your Own pipeline partnerships between school districts and post-secondary institutions. In addition, the Kentucky Academy for Equity in Teaching (KAET) project will provide all students with equitable access to effective, experienced, and diverse educators. The SEA has also provided increased funding for KDE’s recruitment and retainment efforts to maintain a consistent stream of new and diverse educators. Finally, Kansas provides state high schools with an education career pathway to support the recruitment of a diverse and effective educator workforce.

State Actions Investments to Date:

Kentucky used \$1 million in ARP funding for New Teacher Support funding to districts and educator preparation providers to support induction. It also devoted \$750,000 to the Supporting Teacher Engagement and Professional Pipeline (STEPP) grant program, which supports schools and districts in developing a program to strengthen their local teacher recruitment pipeline through the purposeful support of individuals already connected with the school system to attaining their teacher certification. Additionally, the state used \$250,000 for the Project Early Entry Plan (PEEP) grant program, which supports innovative efforts by schools and districts to improve the pipeline of Teaching and Learning career pathway participants by providing access to introductory opportunities into the teaching profession for students.

Other Federal Investments to Note:

\$500,000 in Grow Your Own grants

\$100,000 for Praxis mentoring and reimbursement program