EDUCATION PREPARATION PROVIDER ENROLLMENT DIVERSIFICATION

Guidebook: Diverse Pipeline Pilot, 2021-22

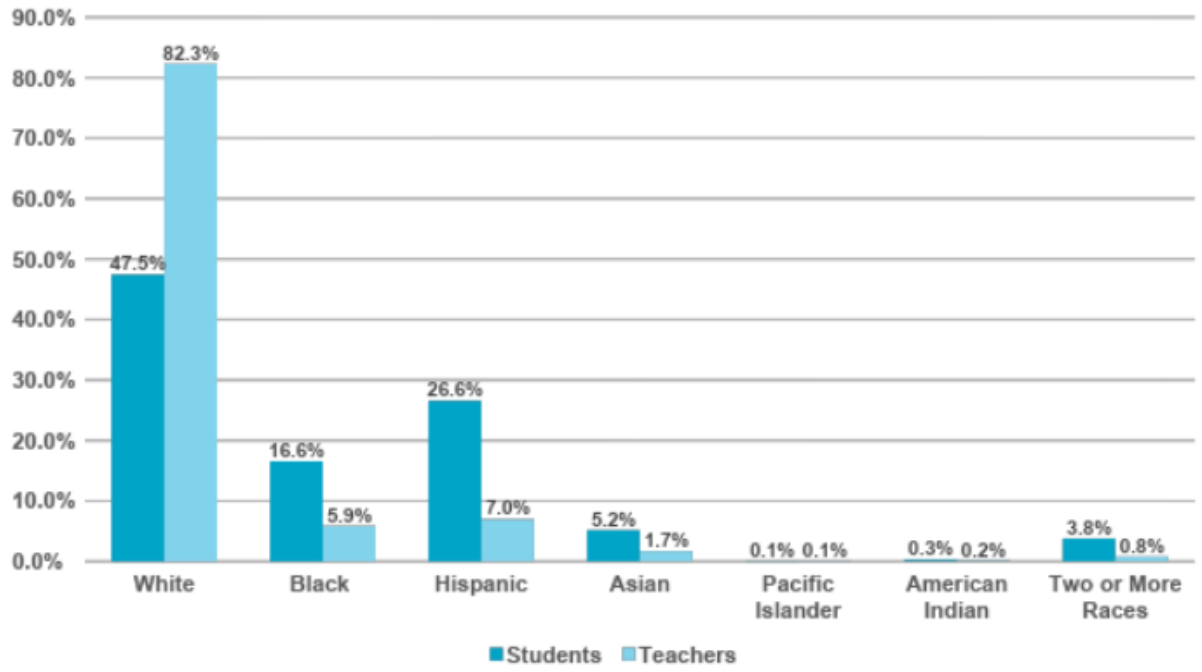
Illinois State Board of Education

Illinois State Board of Education

Introduction

A range of research points to the value of a racially and ethnically diverse teaching staff for *all* students, particularly students of color.[1] Yet, even as the population of students in Illinois is becoming increasingly more racially and ethnically diverse, our teacher workforce is not. Over 50 percent of the state's public school students are students of color, while only 17 percent of teachers identify as people of color, according to the Illinois Report Card.[2]

Distribution of Student and Teacher Race/Ethnicity across Illinois



At the same time, we see consistent disparities between the performance of our Black and Hispanic students compared to white students. The *Illinois State Board of Education 2020-2023 Strategic Plan* summarizes the disparity: "The 2019-2020 Illinois Report Card, the most current achievement data for Illinois schools, shows we have a lot of work to do to achieve educational equity for Illinois students. The data reveal staggering achievement gaps between student demographic groups. Only 11 percent of Black students performed at grade level in math on the SAT, compared to 45 percent of white students. Nearly 20 percent of Hispanic students were chronically absent, compared to 13 percent of white students. On the Illinois Assessment of Readiness, we see a 30-point achievement gap in both math and English language arts between students who qualify as low-income and students who do not. Between

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[1], The Education Trust-New York, *See our Truth,* October 2017 https://seeourtruth-ny.edtrust.org/; See also: The Long Run Impacts of Same Race Teachers – March 2017 - http://ftp.iza.org/dp10630.pdf Johns Hopkins University- April 2017 - https://releases.jhu.edu/2017/04/05/with-just-one-black-teacher-black-students-more-likely-to-graduate/

[2] Illinois Report Card https://www.illinoisreportcard.com/State.aspx, 2019

students with Individualized Education Programs and students without, the gap is even wider. While 86 percent of all students graduated in four years, only 77 percent of English Learners did."[3]

TNTP's *The Opportunity Myth* shows that the achievement gap on a national scale is actually highlighting opportunity gaps. Students of color are 25 percent less likely to have *access* to grade-appropriate content. Across the country, many students of color are attending a classroom every day that does not even provide the opportunity to reach the demands of their grade level.[4] And the cumulative impact of that opportunity gap means that students are continuously falling behind, losing ground as they reach for their postsecondary dreams and aspirations.

This opportunity gap is playing out for a range of reasons, but one very important one is the lack of racial and ethnic diversity in our teacher workforce. Data show that teachers of color have higher expectations for students of color when compared with white teachers.[5] This core belief in student ability and capacity immediately elevates the rigor of the content and opportunities that students have in the classroom. In fact, a study of standardized test scores in Florida showed a positive impact on test scores for Black students when they are instructed by a Black teacher.[6] Further, schools with a larger number of Black teachers or a Black principal have greater representation of Black students in gifted programs.[7] And research shows that the experience of just one Black teacher in Grades 3 through 5 significantly reduces the probability of dropping out of high school among low-income Black males.[8] However, states need to be preparing *all* students to engage in a multicultural society.

In 2019, 27 percent of newly enrolled undergraduate teacher candidates across Illinois identified as people of color. In the same year, only 18 percent of undergraduate education program completers identified as people of color, indicating an opportunity to improve enrollment and retention rates for candidates of color.[9] Educator preparation programs (EPPs) are not solely responsible for creating a more diverse workforce. Districts, the Illinois State Board of Education (ISBE), and policymakers all play a critical role, but the programs that prepare our teachers need to take concrete steps to recruit and retain more teacher candidates of color to reach more equitable outcomes for students in Illinois.

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[3] ISBE, 2020, Illinois State Board of Education 2020-2023 Strategic Plan, Strategic-Plan.pdf https://www.isbe.net/Documents/ISBE-Strategic-Plan.pdf

[4] TNTP. 2018. The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It. https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf

[5] The Effect of Student-Teacher Demographic Match on Teacher Expectations." Working Paper 15-231 (W.E. Upjohn Institute for Employment Research, 2015), available at http://research.upjohn.org/up_workingpapers/231/.

[6] Anna J. Egalite, Brian Kisida, and Marcus A. Winters, "Representation in the classroom: The effect of own-race teachers on student achievement," *Economics of Education Review*, 45 (2015): 44–52; Katherine W. Phillips, "How Diversity Makes Us Smarter," *Scientific American*, October 1, 2014, available at http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/.

[7] Grissom et al., 2017, "Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data," *Elementary School Journal,* Volume 117, March 2017*; https://www.journals.uchicago.edu/doi/abs/10.1086/690274*

[8] Gershenson et al., 2017, "The Long-Run Impacts of Same-Race Teachers;" https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2940620

[9] Illinois Educator Preparation Profile, https://www.isbe.net/Pages/eppPublic.aspx

The purpose of this guidebook is to support educator preparation programs and their institutions to design and implement an enrollment diversification strategy to substantially increase the number of teacher candidates of color graduating each year. This work is in service of closing the state's diversity gap between teachers and students of color. Recruiting and engaging more teacher candidates of color requires intentional, reflective, and open-minded practices that are grounded in both the technical work of revising recruitment practices and the adaptive work of exploring individual identity and the manifestation of biases. As this guidebook outlines, an enrollment diversification strategy requires an approach to both reevaluating and revising current practices pertaining to recruitment and retention while also taking steps to create a more inclusive learning culture and a shared sense of belonging through ongoing cultural proficiency work across the EPP and institution.

In 2018, ISBE joined a cohort of State Education Agencies coordinated by the Council of Chief State School Officers to diversify the state's teacher pipeline and ensure that all teachers practice culturally responsive teaching. As a result of this partnership, ISBE formed the statewide Diverse and Learner Ready Teacher (DLRT) Network in 2019. The diverse stakeholders in this group represent institutions of higher education, district and school-level leadership, advocacy organizations, and the Illinois General Assembly. ISBE worked in partnership with the DLRT Network and TNTP to develop guidance and resources to support EPPs in their efforts to increase candidate diversity. This document reflects the collective learnings that have emerged from collaboration with the DLRT Network, guided by national experts, research, and best practices.

The agency last fall released the *Illinois State Board of Education 2020-2023 Strategic Plan,* which is built upon three goals -- student learning, learning conditions, and elevating educators. These are held together by ISBE's responsibility to tirelessly pursue educational equity for all students. One critical component of the Strategic Plan is increasing the number of diverse educators who are attracted to the profession. The agency has set a target to increase the percent of candidates of color enrolled in EPPs by 15 percentage points from 30 percent to 45 percent over the next three years. Starting in 2022-23, all EPPs will be required to set enrollment targets for recruiting and retaining candidates of color and to share their strategy for meeting their targets as a part of the annual program reporting process. The agency will coordinate the Diverse Pipeline Pilot, a cohort of EPPs that have volunteered to participate in the initiative during the 2021-22 school year to inform the process. The pilot programs will work in structured cohorts with their peers and receive guidance and feedback from members of the DRLT Network Review Team.

Throughout this guidebook, "diversity" refers to race and ethnicity. The term can encompass a variety of identity markers (e.g., gender, religion, sexual orientation, disability status, income status, and nationality). There is a significant and persistent academic achievement gap in Illinois between white students and students of color, and a representation gap exists between educators of color and students of color. Therefore, while ISBE values all types of diversity, in this context diversity refers to race and ethnicity. Unless otherwise stated, the terms "people of color," "candidates of color," or "students of color" refer to Hispanic, African American, Asian, American Indian, Pacific Islander, or multiracial individuals.

Your Team

This guidebook has been designed as a process guide for EPP leadership teams. Determining who should be at the table to both assess current practices and lead decision-making pertaining to changes in practice is a key first step in this work. ISBE requests that programs participating in the Diverse Pipeline Pilot identify a representative from the program to lead and coordinate this enrollment diversification initiative. The agency recommends that the representative has experience leading diversity, equity, and inclusion initiatives; has frequent communication and influence with program leadership; and can proficiently navigate departments across the institution. This representative may be paid a stipend or granted release time for this work or have tasks redistributed to other staff to build capacity for the representative's responsibilities. This compensation for the time and expertise staff put toward improving the program demonstrates the institution's commitment to candidate diversity and avoids saddling staff

and/or faculty of color with the "invisible tax" of having to do extra work to improve their working conditions and experiences for candidates of color. The responsibilities of the representative are to liaise with ISBE regarding Diverse Pipeline Pilot activities and communications, liaise with EPP leadership to advance candidate diversity efforts, assemble and coordinate an advisory council that will support the vision and strategy for this work, and coordinate the implementation and rollout of the candidate diversity strategy.

As you identify your representative and build a support team, be sure to pause and consider whose perspectives are missing from the conversation and ensure you broaden your team. In addition, building a culture that welcomes more racially and ethnically diverse candidates does not sit only with positions such as the dean of Education, the Diversity Office, or the Admissions director. As noted throughout this guidebook, this work is a combination of technical and adaptive work. If we only address the technical work of updating recruitment and retention plans, we will not be successful in growing the applicant pool, attracting more people of color to the field, and ensuring that candidates of color persist. To that end, this work must be done across departments (central teams including admissions, marketing, diversity, and finance) with authentic and consistent stakeholder input and be deeply connected to the program's mission and values.

The Process

ISBE proposes four key steps to building and implementing an enrollment diversification strategy:

1. **Know why having more racially and ethnically diverse candidates is important to your program and assemble an advisory council.** Naming your "why" and aligning commitments, communications, practices, and policies to reflect that "why" is key to building a coherent approach to diversifying enrollment. Recruit an advisory council of diverse stakeholders to inform your "why," support strategic decision-making, and plan for continuous improvement.

2. **Audit your current recruitment and retention practices and understand the experiences of your candidates.** Investing in a data-driven review of the current enrollment practices across recruitment, admissions, persistence, and completion will support both the understanding of gaps and barriers in the current practices and inform strategic short- and long-term next steps.

3. **Set goals and develop a plan to adjust your recruitment and retention practices.** Armed with a clear understanding of the barriers and opportunities for improving candidate diversity, set measurable targets for diversifying enrollment and select aligned strategies to meet those targets.

4. **Create a long-term diversification strategy**. Share your commitments with program stakeholders, invest faculty and admissions staff in their role in these commitments, and plan to implement and adjust short- and long-term efforts through continuous improvement.

As EPP teams and stakeholders engage with this guidebook, it will be evident that decision-making must be grounded in the work of understanding the experiences of candidates of color. The reflective work of exploring our individual dimensions of identity and the intersection with unconscious bias also illuminate the importance of elevating more voices and perspectives to better understand the challenges and opportunities available. Creating more racial and ethnic diversity in our programs is not *just* about updating recruitment practices; we must focus on *retaining* candidates of color to ensure that Illinois' districts, students, and communities benefit from the sustained impact of more diversity at the front of the classroom.

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Step 1: Know why having more racially and ethnically diverse candidates is important to your program and assemble an advisory council

In the design of an enrollment diversification strategy, it is key to build a clear vision for why graduating more racially and ethnically diverse teacher candidates will support students in the districts you serve. Then align your program's commitments, practices, and policies to that "why." It is also important to build an advisory council composed of diverse stakeholders, who can inform your program's vision, support your understanding of equity data, and collaborate around enrollment strategy implementation.

In this section, your program will:

1. Understand the research behind why teacher racial and ethnic diversity is important for students and the barriers candidates of color face enrolling in educator preparation programs.
2. Engage in ongoing cultural proficiency work, exploring how identity and bias are influencing the perceptions of experiences across your program and institution;.
3. Assemble an advisory council to inform your program's strategy for recruiting and retaining more candidates of color.
4. Define why more candidate diversity is important to *your* program and the candidates participating in your program.

1. Understand the research behind why teacher racial and ethnic diversity is important for students and the barriers candidates of color face enrolling in educator preparation programs.

Research shows that racially and ethnically diverse teachers produce a myriad of positive outcomes for all students, especially the most historically marginalized students. Around 50 percent of Illinois' students are students of color, but only 17 percent of their teachers are people of color. Research shows that while all children benefit from being in diverse classrooms, such as by reducing stereotypes and encouraging cross-cultural social interactions, the effect on children of color is particularly significant. Race must be acknowledged as part of the equation for producing the most effective workforce; research shows more positive school experiences and outcomes for students of color when they have teachers of color:

- Black students who had a Black teacher by third grade meant they were 13 percent more likely to enroll in college; Black students who had two Black teachers were 32 percent more likely to enroll in college.[10]
- Schools with more Black and Hispanic teachers and administrators have more Black and Hispanic students in their gifted programs, respectfully.[11]
- Low-income Black male student in Grades 3 through 5 who are taught by at least one Black teacher are less likely to drop out, reducing the probability by 39 percent.[12]

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[10] Johns Hopkins University – November 2018
https://releases.jhu.edu/2018/11/12/black-students-who-have-one-black-teacher-more-likely-to-go-to-college/

[11] Grissom, J. A., Kern, E. C., & Rodriguez, L. A. (April 2015). "The 'Representative Bureaucracy' in Education: Educator Workforce Diversity, Policy Outputs, and Outcomes for Disadvantaged Students". *Educational Researcher*, vol. 44, no. 3, pp. 195-192.

[12] https://kappanonline.org/why-we-need-diverse-teacher-workforce-segregation-goldhaber-theobald-tien/

Illinois has the 10th-largest teacher preparation diversity gap in the country, with a difference of 23 percentage points between the number of white students and the number of white enrollees from 2018-2019.[13] The percentage of program completers of color has increased four points over the last five years in undergraduate and graduate programs combined from 18 percent to 22 percent, but not fast enough to reach the ISBE Strategic Plan goal of 45 percent candidates of color enrolled by 2023 or to keep pace with the changing diversity of the student population.

ISBE conducted interviews and focus groups with local deans of Education and current teacher candidates in fall 2020, and participants identified common barriers to candidates enrolling in and completing teacher preparation programs. Barriers to pursuing teaching and enrolling in teacher preparation programs include the high cost of tuition, negative messages about teaching from family and the community, expectations for low salary where there's already a substantial wealth gap for people of color, and poor K-12 experiences where there is little representation of teachers of color in the workforce. Barriers to persistence include a lack of cultural competence where candidates of color find themselves "teaching" peers and staff about systemic racism; ongoing licensure costs, including testing fees and living expenses during student teaching; feelings of isolation and a lack of belonging; and candidates not seeing themselves represented in the diversity of program faculty. Step 3 of this guidebook will provide examples of strategies that may mitigate these barriers.

2. Engage in ongoing cultural proficiency work, exploring how identity and bias are influencing the perceptions of experiences across your program and institution.

Throughout this guidebook, we call attention to the importance of the ongoing work pertaining to building cultural proficiency. Unconscious bias can impact the way we design a candidate recruitment strategy, where we recruit candidates, and how we allocate resources toward recruitment and admissions criteria, as well as our programs' values and culture. There is not a way to eliminate our biases, but there are multiple strategies that can be used to build the habits and self-awareness to recognize these biases showing up and work to disrupt them. Teacher preparation programs should build a comprehensive approach to cultural proficiency capacity-building on the interpersonal level across the program. They should support all staff as they build their awareness by reflecting on their own identity, learning about unconscious biases, and deepening understanding of historical context. Program leaders and the institution must work at the macro-level to not only deeply understand the systems that prevent candidates of color from enrolling and graduating from teacher preparation programs, but their role in creating the awareness needed to dismantle them. This work includes personal, reflective work alongside equity audits to engage with data that begin to illuminate inequities across the program and institution. This simultaneous work is critical. "It stands to reason that any problem, definition, or solution created by biased individuals — which we all are — will perpetuate inequity if the process does not actively acknowledge and combat bias."[14]

There are a range of resources to support program leadership to begin to explore identity and bias. (See a list of recommended resources on page 28). Leadership teams should use this process to initiate cultural proficiency professional development plans that support EPP faculty and staff as they continue their own journey toward cultural proficiency.

3. Assemble an advisory council to inform your program's strategy for recruiting and retaining more candidates of color.

Your advisory council will play a significant role in your efforts to diversify enrollment in your program and should be consulted regularly as you approach pilot milestones and decision points. You might already have an active diversity council for your program or a stakeholder group that focuses on the experiences of candidates of color. If so,

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[13] https://title2.ed.gov/Public/Home.aspx

[14] https://medium.com/equity-design/racism-and-inequity-are-products-of-design-they-can-be-redesigned-12188363cc6a

determine if you can leverage existing stakeholder groups to support this work. If not, we recommend you assemble an advisory council for the specific purpose of diversifying enrollment for your program. This is a critical opportunity for stakeholder engagement so we recommend investing the time to build your advisory council using the guidance below.

- **Establish the purpose of the advisory council**. The purpose of this group is to inform the process steps and decision points that follow in this guide, provide diverse perspectives, support root cause analysis, brainstorm solutions, and weigh in on implementation plans. Advisory councils are not responsible for implementing strategy. Be clear about how the council's contributions and feedback will be considered and what influence it has in the decision-making process.
- **Include a variety of stakeholders who are racially and ethnically diverse and hold a variety of positions.** Consider representation from program faculty, admissions, or operations staff across the institution, current teacher candidates and program alumni, program leadership, representatives from the institution's multicultural organizations or community organizations, and representatives from district partnerships (high school students, teachers, and school/district leaders). The size of your advisory council will depend on the size of your program. It's important to use the advisory council to elevate voices that have historically been excluded due to lack of access to higher education and the teaching profession.
- **Create a selection process**. Allow stakeholders a fair chance of having their voice at the table through a process where people can nominate themselves or others. Potential members can detail why they want to be involved in this work; what they'll bring to the conversation; and any experiences they have leading or advocating for diversity, equity, and inclusion initiatives.
- **Set clear expectations for participation**. Share the time commitment upfront, including the duration of the council and the frequency of meetings(likely monthly for the length of the school year). Share whether there will be prework, prereading, or commitments between meetings. Meetings should be well planned with norms, clear objectives, and agendas that make the most of participants' time. Provide acknowledgement or compensation through a stipend, public recognition, or course credit to show appreciation.
- **Be flexible.** As you get to know your advisory council's strengths and blind spots and as you learn more about your program's barriers and opportunities, you may need to bring specific expertise onto the council in response.

4. Define why more candidate diversity is important to your program and the candidates participating in your program.

Building a clear vision for *why* more racially and ethnically diverse candidates will improve the experience and quality of all your candidates and will help you mitigate the barriers that are within the scope of your control. It also will help build the culture and climate that welcomes, values, and celebrates diversity of experience, background, perspective, and approach in service of more equitable experiences for students.

Leverage your advisory council to define your "why" in your first meeting. Consider:

- What the research above says about why it's important for students to have more access to teachers of color.
- The barriers that Illinois deans of Education and teacher candidates of color have identified that keep people of color from enrolling in programs and persisting through completion.
- Your institution's historical context around admitting people of color and creating safe and supportive spaces for them to thrive.
- The current experience of candidates of color, faculty of color, and the districts where you partner for student teaching.
- And finally, how would having more diverse candidates make your program stronger? Make all candidates in your program more equipped? Produce better outcomes for all classrooms were your graduates are hired?

Write a shared statement about why it's important for your program to pursue more candidates of color for enrollment and to retain those candidates through graduation. This "why" statement will drive your enrollment diversification work; make sure it remains a priority over the long-term. Other priorities will compete as the process moves along. There may be barriers pertaining to time, resources, and investing EPP staff or staff from other departments. This "why" statement will help your program have a shared vision and language regarding this initiative and help you communicate that vision to your program, other departments within your institution, and to candidates.

Step 2: Audit your current recruitment and retention practices and understand the experiences of your candidates.

Now that you've assembled an advisory council and have a clear vision for why it's important to improve the candidate diversity of your program, it's time to take stock of current recruitment and retention practices by investing in a data-driven internal review process. Assessing the enrollment barriers and opportunities across recruitment, admissions, persistence, and program completion for candidates of color will position your program to set informed goals to improve candidate diversity. In this section, you will find guidance on how to conduct an audit of your current enrollment processes and understand the experiences of your candidates.

In this section, your program will:

1. Work with your advisory council to determine priorities for the internal review.
2. Collect data to answer the guiding questions Assemble an advisory council to inform your program's strategy for recruiting and retaining more candidates of color.
3. Review the findings from the guiding questions with a diverse set of stakeholders, using the Data for Equity Protocol.
4. Complete the Internal Review Questionnaire.

Implementing the Internal Review

The purpose of the internal review is help you identify the barriers that stop candidates of color from moving forward in the pipeline from recruitment to admissions to enrollment to student teaching to licensure. It will also help you identify the high-leverage opportunities for increasing the rate of candidates of color who move forward through each conversion point. This data will allow you to prioritize strategically, set goals, and monitor your progress.

Completing an internal review is highly individualized to an institution's context. We suggest following the guidelines below while customizing the process to benefit your program's unique characteristics and needs.

1. **Work with your advisory council to determine priorities for the internal review**, including what topics you will focus on, your approach to collecting the data, who will be involved in data collection and analysis, and the timeline/duration of the internal review.
    - What: To get started, we suggest using the guiding questions in the table starting on page 11 to help you understand more about where your equity gaps exist and what is driving them within your institutional and program context and policies. Work with your advisory council to identify which of the topics you will prioritize. You may choose to focus on a subset of these guiding questions based on known areas for improvement, or you may add topics and research questions introduced by the advisory council. You might prioritize based on staff time and capacity, or availability of the data.
    - How: Collecting data for the internal review will require time and planning. Determine your approach to facilitating focus groups, coordinating interviews, and requesting program data or artifacts.
    - Who: Determine how you will distribute the workload. You may request support from faculty, staff, graduate and doctoral students, or the advisory council. We suggest providing a stipend or other form of compensation for those dedicating their time and expertise to this process.
    - When: Consider when you need to have the results of the analysis to ensure time for stakeholder engagement before making decisions.

2. **Collect data to answer the guiding questions**.

- Answer as many of the guiding questions as you can. There may be some questions where you are familiar with the answers or deeply engaged in the policies. In those cases, it is still helpful to codify your responses to the questions to pull back the curtain on the processes to allow stakeholders with diverse perspectives to engage and support developing solutions.
- Brainstorm what you want to get out of the focus groups and then develop the focus group scripts/protocol. Consider having a current candidate or alumni of color coordinate the focus group to build trust with participants. Make sure focus group participants know their contributions are confidential.
- After collecting the data and answering the guiding questions, prepare the findings in a format that is accessible to stakeholders who will support the review process. This may include compiling files in a secure shared folder, or summarizing responses to each topic in a memo or slide deck.

3. **Review the findings from the guiding questions with a diverse set of stakeholders**, using the Data for Equity Protocol. (See page 33.) Data is only as good as the way it is interpreted. To mitigate bias, be sure to have a diverse set of stakeholders who can address blind spots involved in interpreting the data. You should include the advisory council and consider convening additional staff and candidates of color, staff from other departments who contribute to recruitment and admissions processes, and representatives (cooperating teachers, high school students, families) from district partners.

4. **Complete the Internal Review Questionnaire**. (See page 37.) Complete the internal review and interpret the results with stakeholders. Then reflect on what you've learned, how your perceptions of the barriers and opportunities have changed, and what support you'd like from your EPP cohort peers and the Peer Review Team.

Internal Review Guiding Questions

TOPIC	COMPONENT	GUIDING QUESTIONS	ANALYSIS ITEM
Educator Preparation Program Strategy	Understanding the Diversity Gap	• What percentage of EPP new enrollees are people of color? What percentage of EPP program completers are people of color? • What percentage of graduates from the institution overall are people of color? • How does that compare to the percentage of students of color in the state? In the districts where the majority of your graduates are hired?	EPP candidate data by enrollee status (new, continuing, program completer), year, and race/ethnicity Institution graduation data by race/ethnicity Illinois Report Card
	Diversity Goals	• Does the EPP already have concrete, measurable goals pertaining to enrolling and retaining candidates of color? If so, what are they? • Are EPP staff able to articulate those goals and their role in helping to meet those goals? • How do you communicate about these goals?	Existing EPP Diversity Goals Interview with EPP leadership
	Recruitment Practices	• Who is responsible for recruiting candidates into the institution? Into the educator preparation program?	Interview with EPP leadership, EPP recruitment director,

		• Which recruitment strategies or initiatives yield the most candidates of color? The fewest? • What are the barriers that applicants of color face when starting and finishing the application process (into the institution and the EPP)? • What do we know about applicants of color who start the application process and do not finish?	and/or Admissions director Candidate recruitment source by race/ethnicity Candidate focus groups
	Recruitment Funding	• How is the EPP marketing and recruitment budget allocated across all recruitment strategies, including those that bring in higher rates of white candidates and those that bring in higher rates of candidates of color? • How might funding be reallocated to source more candidates of color? Consider operations, marketing, staffing, scholarships, and travel.	EPP marketing and recruitment budget, including return on investment by recruitment strategy Interview with EPP leadership
	Retention Practices	• What percentage of enrolled candidates complete the program? How does that compare for white students versus students of color? • What are the trends in why candidates of color leave the program? When does most attrition occur? • What strategies or initiatives does the program proactively implement to retain candidates of color? Which strategies are most successful?	EPP candidate data by enrollee status (new, continuing, program completer), year, and race/ethnicity Exit survey data Interview with EPP leadership Candidate focus groups
	District Partnerships	• What districts do you have strategic partnerships with? Do your district partnerships represent the diversity of surrounding communities? • Which districts are most of your undergraduate candidates coming from? How do you engage in recruitment and student teaching with surrounding districts? • What opportunities are there to leverage existing or new district/school partnerships to source more candidates of color?	Interview with EPP leadership District/school partnership data
	Data Systems	• Are there reliable data systems that allow you to quickly gather information to respond to the questions in this review? • Which data systems, if addressed, would have the most impact on your ability to drive decision-making regarding enrollment diversification?	Interview with EPP leadership, operations manager, and/or business manager

Stakeholder Perspectives	EPP Candidate and Recent Alumni Perspectives	• What do EPP candidates of color say about why they chose to pursue teaching? • At this program in particular? How did they hear about the program? • What aspects of the program support them to be successful and continue with the program? • What aspects are barriers to their success? • How do they experience diversity, inclusion, and access to opportunity in the program?	Candidate focus groups Alumni focus groups Candidate culture and climate survey data Alumni survey data
	EPP Faculty Perspectives	• How diverse is the EPP faculty and staff? • What do faculty see as the opportunities and challenges for retaining candidates of color and the role they play supporting candidates of color? • How equipped are faculty to build inclusive learning environments?	EPP faculty and staff data by race/ethnicity Faculty focus groups
	Potential Candidate Perspectives	• What is important to potential candidates when pursuing a teaching degree? • What experiences and/or messages have encouraged them to pursue teaching or pushed them away from the field? • How do they access information about teaching pathways?	Application data Applicant survey data Applicant focus groups
Institution-level Conditions	Admissions Policies	• What are the criteria for potential candidates being accepted into the institution? • What are the criteria for potential candidates being accepted into the educator preparation program? • Do these policies impact white students and students of color in the same way?	Application, selection/acceptance, matriculation, and examine rates by race/ethnicity for each step in the enrollment process Admissions criteria/requirements for each step in the enrollment process Interview with EPP leadership and/or Admissions director
	Institutional Commitment to Diversity, Equity, Inclusion (DEI)	• What commitments has the institution made to diversity, equity, and inclusion? • How are those commitments reflected in the organizational culture and organizational structure of the institution? Within the EPP?	Interview with the chief equity officer or similar position

		• Is there a person or department that focuses on DEI initiatives? Are there opportunities to leverage those initiatives to support EPP diversity goals?	
	Inter Department Communications	• Which departments across the institution play a role in candidates applying to and ultimately enrolling in the institution and the EPP? • Are all departments aware of the EPP's diversity goals? Are communication structures in place to support these goals? If not, how do structures need to be adjusted?	Interview with representatives across departments

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Step 3: Set goals and develop a plan to adjust your recruitment and retention practices.

After you have used data to assess your enrollment diversification status, understand the experience of your candidates of color, and reflected on how your program's systems and policies have contributed to current conditions, your next step is to set recruitment and retention goals and select enrollment strategies to help you meet those goals.

In this section, your program will:

1. Set goals for recruiting and retaining candidates of color over a three-year period.
2. Review and select enrollment strategies to help you meet your goals.
3. Complete the Enrollment Diversification Planning Template
4. Determine the scope and outcomes for each strategy so you can track toward success and adjust your approach along the way.

1. Set goals for recruiting and retaining candidates of color over a three-year period.

All programs will set two enrollment diversification goals -- one for recruitment and one for retention. Using the template language below, programs should first consider where they're hoping to be regarding candidate diversity in three years, and then create interim annual targets to track toward those goals.

Goal Template	Completed Goal Example
Diversity Recruitment Goal: Over the next three years (by 2023-24), our program will have increased the percentage of candidates of color who enroll in our program by X percentage points, from X% (current percent of enrollees of color) to X% (target percent of enrollees of color). • By the first year, 2021-22, our program will have increased the percentage of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 1). • By the second year, 2022-23, our program will have increased the % of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 2). **Diversity Retention Goal:** Over the next three years, our program will have increased the percentage of candidates of color who complete our program by X percentage points, from X% (current percent of graduates of color) to X% (target percent of graduates of color). • By the first year, 2021-22, our program will have increased the percentage of graduates of color who complete our program by X points	**Diversity Recruitment Goal:** Over the next three years (by 2023-24), our program will have increased the percentage of candidates of color who enroll in our program by 12 percentage points, from 18% (current percent of enrollees of color) to 30% (target percent of enrollees of color). • By the first year, 2021-22, our program will have increased the percentage of candidates of color who enroll in our program by 4 points to 22% (target percent of enrollees of color by Year 1). • By the second year, 2022-23, our program will have increased the percentage of candidates of color who enroll in our program by 4 points to 26% (target percent of enrollees of color by Year 2). **Diversity Retention Goal:** Over the next three years, our program will have increased the percentage of candidates of color who complete our program by 11 percentage points, from 14% (current percent of graduates of color) to 25% (target percent of graduates of color). • By the first year, 2021-22, our program will have increased the percentage of graduates of

to X% (target percent of graduates of color by Year 1). • By the second year, 2022-23, our program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 2).	color who complete our program by 3 points to 17% (target percent of graduates of color by Year 1). • By the second year, 2022-23, our program will have increased the percentage of graduates of color who complete our program by 4 points to 21% (target percent of graduates of color by Year 2).

ISBE has set a target of increasing the percentage of candidates of color enrolled in EPPs statewide by 10 percentage points over the next two years. However, this pace won't be appropriate for all programs based on institutional context, such as size, funding, geographic location, and current proficiency regarding cultural competence. Consider this guidance for setting three-year enrollment diversification goals:

- The majority of teacher preparation programs have less diversity than their larger institutions; this is true nationally and in Illinois. EPPs should first aim to have the diversity of enrolled teacher candidates reflect the diversity of their institution overall.
- Consider setting a consistent annual increase in the percentage of students of color enrolling in the program over the next three years, aiming for three to six percentage points more candidates of color each year. ISBE is working toward an annual increase of five percentage points over the next two years, but programs should choose an annual increase target that is ambitious yet feasible based on their context.
- Consider what resources your program is willing to invest in diversifying enrollment. The more resources, including funds, staff time, and digital/marketing/data tracking tools, you're able to invest in this priority, the greater the return you can expect to see.
- Consider the findings from your internal review and your program's readiness to build inclusive environments where candidates of color thrive. You may choose to be more aggressive in working toward your retention goal in the first year, such as creating spaces for belonging to ensure candidates of color are having a better experience once they enroll in the program. In most cases, you will need to focus on the goals, the pipeline, and the program experience, at the same time.

2. Review and select enrollment strategies to help you meet your goals.

Now that you've set ambitious three-year candidate diversity targets, consider enrollment diversification strategies aligned to your program's areas of strength and areas for improvement. This section provides a list of strategies for increasing diversity at various stages in the enrollment process. Strategies were sourced through interviews and focus groups with Illinois deans of Education at public and private institutions, the Illinois Diverse and Learner Ready Teacher Network, a literature review on closing the higher-education diversity gap, and local and national best practices. Some strategies may require more or less time, money, and staff to implement, and some may require a more technical or more adaptive approach. But all of the suggested strategies are within the EPP and institution's locus of control.

Consider the following guidance when reviewing strategies:

- What strengths, opportunities, barriers, and biases came up during the internal review? Select strategies that will help you build on the things you're doing well and help you make progress in the areas where you need substantial growth. You don't always need to start initiatives from scratch. Build on long-standing structures, such as mentoring programs, or institution-level supports, such as multicultural student groups, to better support teacher candidates of color.
- Choose strategies that are realistic and attainable, but that will also push your staff and your program beyond your comfort zone or what you can currently sustain so you'll be forced to make adjustments to

current resource allocation. This will involve investing EPP leadership and advocating to institution-level stakeholders.

- Consider your starting place and readiness to implement certain strategies, and which strategies are foundational to others. For example, you might not increase your marketing presence or create a new recruitment campaign before establishing your value proposition for candidates of color. And you won't expect faculty to create a more culturally responsive curriculum before they've been provided with sufficient training on cultural competency.
- Be thoughtful about how long strategies might take to implement and what effort will be required during that time. There are some items you'll be able to implement immediately, like adding new high schools to your recruitment list. Other strategies may take a year or more of planning and design to come to fruition, like a new community partner partnership or a paraprofessional pipeline, but it is worth starting now because it will be more impactful and sustainable in the long term.
- Consider quality over quantity. You may choose just a couple of high-impact strategies in the first year, do them really well, and build on that success in subsequent years.

Strategies are organized by the sequence through which candidates move through the EPP enrollment pipeline: (1) Recruitment, (2) Admissions (3) Retention/ Persistence (4) Student Teaching and Licensure Tests.

Recruitment

A critical challenge is the lack of interest from high school students of color in the teaching profession. The recruitment strategies below are aimed at generating *new awareness* about EPPs and *new interest* in the profession, not just from high school students, but also from non-traditional students and community members. In some cases, the recruitment strategy is developing a new program or cohort within the EPP that is designed specifically for non-traditional students. These strategies address a reframing of the problem from "Who will be a good fit for our program?" to "How do we redesign our program to draw candidates who will be a good fit for K-12 students?" Developing your program's value proposition for candidates of color is a foundational recruitment strategy that all programs should prioritize.

COMPONENT	STRATEGIES/GUIDANCE
Value Proposition for Candidates of Color	Develop and clearly communicate your program's value proposition for candidates of color and your commitment to cultural proficiency. Your value proposition should answer why students should join your program and might: • Articulate your commitment to diversity, equity, and inclusion. • Describe opportunities for support and the dedicated, safe learning space for students of color. • Share current demographics and long-term goals. • Provide inspiring bios or testimonials from current candidates or alumni. • Spotlight program events or activities.
Marketing Materials	Marketing materials should clearly articulate your value proposition for candidates of color, including first-touch resources like the institution/EPP website, brochures, email campaigns, social media, and info sessions.
Focus on Communities of Color	High School Recruitment • Recruit at high schools with a high percentage of students of color. You might continue to implement traditional tactics, such as attending recruitment fairs and delivering information sessions - just expand or reprioritize high schools to focus on communities of color.

	• Develop an outreach plan for counselors in schools with diverse populations, but consider the high school counselor-to-student ratio that is typical across the country. Non-traditional Student and Community Recruitment • Identify community organizations that serve diverse populations, such as volunteer and service-based organizations, academic/tutoring organizations, and faith-based organizations. Build partnerships that could lead to referrals. • Recruit career changers in diverse markets. Licensure-only programs (also called post-baccalaureate programs) are excellent options for individuals who already hold a bachelor's degree.
District Pipeline Partnerships	Design a grow-your-own program in collaboration with local districts that serve a high percentage of students of color. Programs can be designed for: • High school students who are interested in matriculating into a teacher prep program as soon as they graduate high school while working full time in a school as a paraprofessional. • School support staff like paraprofessionals, cafeteria workers, office staff, after school program staff, or community members who don't currently work for a district but who can gain employment as school support staff while pursuing a degree. Support districts to offer career and technical education (CTE) courses for aspiring teachers while building awareness for your program. • Identify high schools that offer CTE courses and offer to support the students' field experience with EPP resources. • Offer dual credit for students who complete the CTE courses. • Support districts to launch CTE programs. Develop strategic partnerships with districts to source new candidates. • Districts also want to diversify their workforce, and many have launched programs to bring students back to their districts to teach. These programs may provide financial support and preferential hiring to candidates in their programs. Work with local districts to develop these initiatives. • Where these programs already exist, position your program as a good option for candidates of color.
Community College Partnerships	• Recruit students from local community colleges with diverse populations in their first and second years. • Develop partnerships with community colleges for a "2+2" approach (2 years to earn an associate degree in a community college and 2 more years with the EPP to earn a teaching degree). • Market community college partnerships to students currently enrolled in the community college as well as high school students and community members who can pursue the 2+2 option to earn their degree at a lower cost. • Where there are established partnerships and students enrolled in the 2+2 program, offer teaching courses at the community college to get a head start and to encourage matriculation into the EPP.
Recruit on Campus	• Recruit students of color within your institution who have not declared a major or would be interested in a double major with education.

	• Work with departments in high-need subject areas like math and science to build awareness for the EPP. • Promote the EPP through campus organizations and student groups that advocate for students of color.
Ambassador Program	• Hire alumni of color to work as EPP alumni ambassadors. • Connect alumni ambassadors with candidates who have expressed interest through a recruitment activity or have started an application. • Alumni ambassadors leverage their networks, including student organizations on campus or the district where they attended K-12 to promote the EPP. • Alumni ambassadors can speak at info sessions, host recruitment booths, and provide testimonies for marketing materials.
Referrals	• Request referrals from current EPP candidates of color and alumni.
Financial Incentives	• Offer scholarships and financial incentives for students of color. • Build awareness of all the local, state, and federal scholarships, grant, or loan forgiveness programs EPP candidates of color may be eligible for during the recruitment process. View a resource document of state and federal level incentives on ISBE's Recruitment and Retention website.

Admissions

Institutions should assess where candidates drop out of the recruitment and application process and actively problem-solve when gaps emerge disproportionally for candidates of color. Consider the admissions process, criteria, and selection committee as opportunities to level the playing field.

COMPONENT	STRATEGIES/GUIDANCE
Admissions Process	• Where gaps emerge in the recruitment and application process between white candidates and candidates of color, review all available data and processes to understand why and identify what steps may be taken to ensure a fair, equitable application process. • Ensure the application process is clear and welcoming, and includes support. • Ensure candidates from specific program partnerships, such as district pipelines or community college partnerships, have what they need to navigate the admissions process. • Ensure admissions staff or those supporting the admissions process are familiar with all scholarship and financial opportunities, as well as EPP requirements.
Admissions Criteria	• Examine admissions criteria and adjust policies that disproportionately exclude candidates of color and lack a proven connection to success in the classroom. • Consider non-traditional acceptance criteria.
Admissions/Selection Committee	• Build a diverse admissions committee. Those making admissions decisions should be representative of the candidates you hope to enroll. A diverse selection committee helps to prevent bias and can help candidates feel safe, welcomed, and included.

Retention/Persistence

EPPs should be designed with the candidate experience in mind, aiming for strong student support, encouraging close student/faculty relationships, and developing collaborative learning experiences EPPs should gather perspectives from current candidates of color, alumni, or candidates who left the program, then consider which retention or persistence strategies could be used to address the challenges or barriers that surface as trends. Cultivating community and a sense of belonging among students of color may be even more important this year after the isolation caused by the COVID-19 pandemic and the widening disparities in communities of color. Diversifying EPP faculty and developing cultural proficiency in EPP faculty are foundational strategies that should be prioritized to see success with other retention/persistence strategies. Aligning your program design to the Culturally Responsive Teaching and Leading (CRTL) Standards will be required by 2025.

COMPONENT	STRATEGIES/GUIDANCE
Diversify EPP Staff	Recruit diverse leadership and staff, including deans and directors, associate deans, faculty, adjunct staff, and advisers, to provide more diverse perspectives, so candidates can see themselves represented in the program.
Develop Cultural Proficiency in EPP Staff	EPP staff, including leaders, full-time and adjunct faculty, advisers, recruitment staff, and others who support EPP candidates, should engage in cultural proficiency learning. This may include: • Creating goals, metrics, strategy, and accountability pertaining to the institution wide or EPP-level DEI work. • Implementing professional development on identity, cultural competency, and microaggressions, and building a culture that affirms the backgrounds and experiences of candidates of color. • Having tough conversations about how the institution/EPP has historically oppressed candidates of color and kept them out of the profession through biased policies and practices. • Hosting regular opportunities for faculty to discuss issues of equity and inclusion and how to best support their students who are struggling. • Ensuring all EPP staff are familiar with supports for students of color, including academic, financial, health, and advisory.
Responsive Curriculum and Program Design	The curriculum should be geared toward developing teachers who will be effective in diverse communities. • Align program design to Culturally Responsive Teacher and Leader Standards. • Curriculum may include social-emotional learning, cognitive science, trauma-informed instruction, social justice learning, and cultural competence in the context of serving diverse communities. • Consider how to best meet EPP candidates' learning needs, which may include collaborative learning opportunities, a practice-based approach, or even a hybrid learning model.
Affinity Groups	Make space for intentional communities where candidates of color can develop a sense of belonging and have their experiences affirmed. Groups may have more or less structure. Activities sponsored by the EPP might include: • Networking events with current candidates, mentors, and alumni.

	• Workshops, seminars, book studies, or discussions pertaining to topics of interest, such a financial literacy, community activism, and emotional health. • Group facilitation by staff of color in the EPP who have release time or will receive a stipend for coordinating the initiative.
Develop Sense of Belonging for Candidates	Beyond affinity groups, EPPs can also consider: • Creating a mentorship program to connect current candidates of color with alumni of color. Read more about the benefits of this type of program here. • Creating opportunities for candidates to provide input into EPP initiatives through stakeholder groups. • Regular climate and sense of belonging surveys for all EPP candidates. • Working with campus organizations that support candidates of color to identify institution-level supports, when needed.
Personalized Advisory	Strengthen persistence through advisory innovations. Advisers must have a high degree of cultural competence for advisory practices to succeed: • Have a clear framework pertaining to advisory priorities for EPP candidates. • Support candidates with course enrollment, providing a clear path to licensure. Keep an element of choice but remove the confusion that causes candidates to enroll in the wrong courses. • Provide personalized advisory experiences and monitor the quality of advisory experiences and relationships. • Use predictive tools that provide early warnings when students are not on track (e.g., if they haven't enrolled for the next semester, if they aren't enrolled in the appropriate classes, or if their grades are slipping). • Intervene early using technology and automatic reminders, personalized emails, and phone calls, and by providing access to student supports.
Financial Support	Working toward a teaching degree includes several costs that are unique to the education field. Candidates of color benefit from EPPs providing the following financial supports to persist: • Scholarships for tuition and loan forgiveness. • "Persistence grants" or microgrants for books, to supplement income, or financial emergencies. • Living stipend during student teaching to cover transportation, child care costs, and the loss of income from having to pause employment. • Support for licensure tests fees. • Work study opportunities. • Connect students with external organizations, like Golden Apple, that can provide additional financial supports.
Wrap-around Support	• Replace placement tests and remedial coursework with a review of high school coursework and credit-bearing courses. • Provide academic support through peer tutors. • Provide access to physical and mental health supports. • Provide access to child care.
Cohort Models and Initiatives	Cohort models provide access to many of the strategies mentioned previously with the purpose of supporting persistence and can be used as a recruitment strategy. EPPs can

	bundle their benefits and incentives for students of color to attract and retain candidates. Here are some examples: • TNTP's Black Educator Excellence Cohort provides transition funding, test fee reimbursement, emergency financial assistance, networking, and fellowship with a supportive community of new and experienced Black educators, and opportunities for training and enrichment. • Call Me Mister is a national initiative that partners with EPPs to provide tuition support, book support, program mentors, summer leadership institutes, and assistance with job placement. • New York City Men Teach provides academic supports like tutoring and certification test prep, social support through mentoring, and financial support for transportation and certification test costs.

Student Teaching and Licensure Tests

Clinical placements are an opportunity for candidates to work in diverse communities. Identify schools with staff and leaders of color who are likely to encourage candidates of color to persist while the financial burden is at its height.

COMPONENT	STRATEGIES/GUIDANCE
Selecting District Partners	Partner with schools and districts that: • Value workforce diversity. • Have diverse leadership and staff. • Have diverse student populations.
Quality Experiences	• Secure placements as early as possible. • Seek out high-quality cooperating teachers. • Pair candidates of color with cooperating teachers of color. • Monitor the quality of cooperating teachers and student teaching experiences through candidate surveys.
Sustainable Experiences	• Ask school districts to offer candidates a stipend for their student teaching experience. • Work with school districts to secure funding for candidate stipends for student teaching. • Consider developing pipelines with districts that mutually benefit candidates and districts. For instance, the district may guarantee the student teacher a full-time job upon successful completion of their program in return for the candidate's commitment to teach in the district for a certain number of years.
Test Early	• Encourage candidates to take their licensing tests early so remedial strategies can be implemented (if necessary) and not delay program completion timelines.
Academic Support	• Conduct free diagnostic testing that will support candidates in choosing their content area coursework or build the cost into the program fee structure. • Identify the courses on a campus that will most likely address the general knowledge candidates will need to pass their licensing tests.

	• Provide free test preparation for content area tests or build the cost into the program fee structure.
Financial Support for Testing	• Provide test fee reimbursement or build the cost into the program fee structure.

3. Complete the Enrollment Diversification Planning Template.

Now that you've reviewed local and national recruitment and retention best practices, we recommend engaging your advisory council to complete the Enrollment Diversification Planning Template on page 39. Schedule a half-day or full-day retreat with the advisory council to workshop each of the steps in the planning template or schedule a series of meetings to progress through each step. Send the planning template to advisory council members at least two weeks in advance of the retreat and ask them to complete portions of the plan independently for prework. Structure the retreat so that all members of the council get to share their perspectives and build on each other's ideas. By the end of the retreat, you should have several recommendations for the strategies you will pursue to meet enrollment diversification targets.

4. Define the scope and outcomes for each strategy so you can track toward success and adjust your approach along the way.

Now that you've prioritized strategies to help you meet your two enrollment diversification goals, think about what it will look like to implement these strategies successfully by creating inputs and outputs. Inputs hold you accountable for executing the strategy and may be action steps, big milestones, or quantitative targets to help define the scope of the strategy. Outputs let you know whether strategies are on track and having the desired outcomes, and may be based on perception survey items, number of contacts or applications submitted, or number of people participating in a training. They should show impact from the strategy. Creating inputs and outputs lets you know what data systems you need to create upfront so you can track the efficacy of your strategies and adjust as needed along the way. Here are a few examples of inputs and outputs for enrollment strategies:

STRATEGY	INPUT	OUTPUT
Increase recruitment in communities of color	Add 10 new high schools with more than 50% students of color to our high school outreach list.	Receive 20 applications from outreach to these new high schools.
Build cultural competence among faculty	Host four trainings over the course of the academic year to help faculty internalize the new CRTL Standards.	80% of faculty agree they've adjusted their coursework to align to the CRTL Standards as a result of the trainings.
Offer emergency financial assistance to candidates	Create a microloan fund of $10,000.	20 students receive microloans in the first year of the program.

Work with your advisory council to determine the inputs and outputs for each enrollment strategy, then step back to consider:

- Will these strategies help our program meet our three-year diversity recruitment and retention goals?
- Do we need to scale back on the quantity of initiatives and focus our efforts?
- Do we need to ramp up our efforts to meet our ambitious goals?

Step 4: Create a long-term diversification strategy.

If you've arrived at this step, you've made a lot of progress toward diversifying enrollment for your program. You've begun to digest the research behind why teachers of color are important for students and communities, engaged in cultural proficiency work, identified why enrollment diversification matters for your program, assessed the current status of diversification in your enrollment practices, collected and analyzed a range of data to understand the experiences of candidates of color, used your data to set targets, and prioritized enrollment strategies for the next three years. This learning and planning is only as a good as the implementation of the strategies you've selected. In this section, we discuss how to implement your plan and the ongoing work needed to determine if your goals are on track or whether you need to adjust course.

In this section, your program will:

1. Plan to implement the enrollment strategies you've prioritized.
2. Share your commitments with the EPP community and invest key stakeholders in your plan.
3. Develop structures for continuous improvement.

1. Plan to implement the enrollment diversification strategies you've prioritized.

Each strategy you've selected should be assigned a project sponsor and project manager who are responsible for executing the work. Using the inputs and outputs you've identified for each strategy, determine your approach for the following decision points:

- Who will be the **project sponsor** with ultimate responsibility over scope and deliverables? Choose a sponsor who has the necessary influence and decision-making ability to advocate for the strategy.
- Who will be the **project manager** who develops and maintains project plans and schedules, manages toward goals, and ensures overall quality?
- Who are the **key stakeholders** who need to be included or consulted for this strategy to be a success? Consider staff within the EPP and across institution departments, where necessary.
- What **resources** do you need to implement this strategy? Consider funding, staff time, knowledge, skills, and expertise, as well as physical resources.
- Create an **action plan**. What specific steps will staff take and by when? The action plan should consider whether the strategy should be implemented immediately, in the short term, or in the long term, and include all the steps to ultimately implement the strategy. Consider tracking the status of these steps in a project management system like Excel, Smartsheet, or Asana.

2. Share your commitments with the EPP community and invest key stakeholders in your plan.

Sharing your Enrollment Diversification Plan with stakeholders increases the likelihood of meeting your goals. Consider sharing your plan for the following purposes:

- **Ask for feedback.** Request feedback on your enrollment diversification plan (goal targets and timeline, priorities, strategies, and implementation) from EPP stakeholders, including program-level and institution-level leadership, the recruitment and admissions teams, EPP faculty, EPP candidates, and district partners.
- **Share your vision for this work.** Share your goals and priorities, as well as your rationale and your plan for diversifying enrollment with the EPP community. This demonstrates transparency and accountability to the community and to EPP staff and candidates.
- **Invest staff in their role in this work**. All program staff and some institution staff will contribute to EPP enrollment diversification. Support staff to determine how they can contribute to the strategies identified for diversity recruitment and retention, and internalize their responsibilities. Where possible, build these responsibilities into job descriptions and evaluation criteria.

3. **Develop structures for continuous improvement.**

You are well positioned to implement continuous improvement cycles that elevate the role of enrollment diversification in your institution's commitment to equity. You've already selected strategies aligned to your goals, defined success for those strategies, assigned owners for implementation, and invested institution staff. To sustain momentum, plan for continuous improvement by:

- **Setting up data collection processes** that allow you to gather data throughout the year to know whether your inputs and outputs for each strategy are on track.
- **Determining how often you will check in on your strategy metrics** and how to approach that checkpoint. This may be driven by where you are in the application cycle for recruitment strategies and where you are in the academic year for retention strategies. Determine who is responsible for curating the data and which stakeholders you will engage when data is available.
- **Adjusting your approach** depending on whether you are meeting your targets and in response to stakeholder feedback. This may involve tweaking your strategy or making major changes where you aren't seeing results or allocating more resources where results are promising.

Throughout these steps, continue cultural proficiency learning and development. Learning about your identity and biases and those of your staff and community is a never-ending journey. It is critical to your success and the success of Illinois students for you to continue to engage, reflect, and grow in cultural proficiency practices. See the Appendix for a list of suggested resources, including books, articles, podcasts, and videos.

Conclusion

The process, tools, and resources presented in this guidebook aim to provide teacher preparation programs with a roadmap that can be customized based on what makes the most sense in your context. But at its core, building an approach to enrollment diversification requires attention to both the technical work of continuously improving strategies around candidate recruitment and retention while attending to the adaptive work of building a more inclusive, welcoming culture where candidates of color thrive.

APPENDIX

Definition of Terms

The definitions below are relevant to the way select terms are used in this guidebook. As EPPs and institutions build their strategy to recruit and retain candidates of color, they should develop their own common language for these terms and ground it in the unique context of their schools and community.

Bias is a preference or inclination for or against something; a judgment despite having compelling data and information to the contrary.

Cultural Proficiency or intelligence is the understanding of how cultures can be different, plus the ability to identity cultural gaps; the capability to relate and work effectively in culturally diverse situations.

Diversity refers to racial and ethnic backgrounds of individuals. The term "diversity" can encompass a variety of identity markers (e.g., gender, religion, sexual orientation, disability status, income status, and nationality). There is a significant and persistent academic achievement gap in Illinois between white students and students of color, and a representation gap exists between educators of color and students of color. Therefore, while ISBE values all types of diversity, in this context diversity refers to race and ethnicity. Unless otherwise stated, the terms "people of color," "candidates of color," or "students of color" refer to Hispanic, African American, Asian, American Indian, Pacific Islander, or multiracial individuals.

Equity is a necessary component of fairness. Equity focuses on the important of actual access to the status, rights, and opportunities available. Even with equality, no access means that all individuals cannot achieve the same outcomes. **Racial Equity** is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares.

Identity is who you are. Identity is both social and personal. In a social sense, it is a group of persons marked by a label and distinguished by rules deciding membership and (alleged) characteristic features or attributes. In a personal sense, it is some distinguishing characteristic that a person takes a special pride in or views as socially consequential but more or less unchangeable.

Inclusion is the process of putting diversity into action by creating an environment of involvement, respect, and connection – where the richness of ideas, backgrounds, and perspectives are harnessed to create value.

Privilege is the rights, advantages, and protections enjoyed by some at the expense of and beyond the rights, advantages, and protections available to others.

Unconscious Bias is a perspective formed outside of conscious awareness that influences your behavior and judgment; a judgment made without being aware that you are doing so.

Cultural Proficiency Resources

This list was developed by the Diverse and Learner Ready Teacher Network in partnership with TNTP. EPP leaders and pilot representatives can use these resources to further their own cultural proficiency. We encourage you to share these resources with your faculty as they provide the foundational learning needed to execute both an enrollment diversification strategy as well as program alignment with the Culturally Responsive Teacher and Leader Standards.

Books

- ***DEI Strategies for Facilitators*** by Caprice Hollins and Elsa Govan: Text to support how we facilitate conversations and create brave, safe, and cognitive challenging spaces for our clients as we explore diversity, equity, and inclusion in service of ending disproportionate outcomes.
- ***The Fearless Organization*** by Amy Edmondson: Tools for creating psychological safety and case studies of organizations that have succeeded (and failed) at building psychological safety.
- ***Unconscious Bias in Schools*** by Tracey Benson and Sarah Fiarman: Application text for how to situate bias in an educational context and support facilitating for equity using data effectively across the dimensions of our work in schools from academics to culture to discipline.
- ***Blind Spot: Hidden Biases of Good People*** by Mahzarin Banaji and Anthony Greenwald: Brain-focused text to enable a deep dive into the brain science of bias that is woven through the sessions we will lead for clients.
- ***The Person You Mean to Be*** by Dolly Chugh: Social science text that further explores how to mitigate bias and the power of vulnerability and storytelling in service of equity.
- ***Whistling Vivaldi*** by Claude Steele: Social-science text that explores the impact of stereotype threat and how to support positive identity development.
- ***CRT and the Brain*** by Zaretta Hammond: Brain-based text that explores impact of culture on learning that we will apply to the learning of adult learners.
- ***White Fragility*** by Robin Diangelo: Social-science text that explores whiteness and can support facilitation that pushes toward deeper reflection in adult learning spaces.
- ***Race Talk*** by Derald Wing Sue: Social-science text that explores the complexity of microaggressions and effective facilitation of conversations in which race is central across race and in affinity groups. (See related white paper.)
- ***Schooltalk*** by Mica Pollack: Equity-focused text that helps us to reflect internally and with clients about the language we use to talk about students and their communities and the impact it has on outcomes and our actions.
- ***Is Everyone Really Equal?*** by Ozlem Sensoy and Robin DiAngelo: Social-justice text that provides a foundation for understanding the language and theory underlying marginalization and intersectionality and is anchor text for the National Seeking Educational Equity and Diversity (SEED) Project.
- ***How to Be an Antiracist*** by Ibram X. Kendi: Anti-racist text that is important for understanding the current discourse regarding anti-racist schools so that we can support clients for whom anti-racism is an entry point.

Articles

- "Is There a Problem?"
- Willingness to Be Disturbed
- We teach who we are
- Science of Inequality in Education

Podcasts

- "It's Bigger Than The Ban"
- Brené Brown with Ibram X. Kendi on How to Be an Antiracist
- How Racial Bias in Sports Broadcasting Hurts Everyone
- Microaggressions Are A Big Deal: How To Talk Them Out And When To Walk Away
- Code Switch: Cross-Racial Relationships

- Brené on Shame and Accountability
- In the air we breathe

Videos

- Vernā Myers: "How to overcome our biases? Walk boldly toward them."
- Dolly Chugh's "Goodish Person
- On Intersectionality
- Bias and the Brain
- Ibram X. Kendi on "How to Be an Antiracist"
- Jennifer Eberhardt: How Bias Works
- Implicit Bias in Schools
- Kirwan Institute Bias Modules

Enrollment Diversification Resources for EPPs

RESOURCE TITLE	BRIEF DESCRIPTION
A Broken Pipeline (December 2020)	This publication from TNTP summarizes the national teacher preparation diversity gap and recommendations for states, institutions of higher education, and districts. Also see TNTP's blog series on recruiting and retaining more teachers of color: • How We're Helping More Black Teachers Make it to the Classroom – Recruiting teachers through TNTP's Black Educator Excellence Cohort, which has doubled the number of Black participants completing programs over the last two years. • Getting Teachers of Color in the Door Isn't Enough – Strategies to retain teachers of color. • Analyzing Teacher Preparation's Diversity Program • An Open Letter to Education Secretary Miguel Cardona from TNTP and the Hunt Institute – Call to prioritize adding 1 million new teachers of color to our schools in the next decade and accelerating students back to grade level.
Diversifying the Teacher Pipeline: A toolkit for recruiting more high school students of color into Pennsylvania teacher prep programs and schools (June 2021)	This is a publication from Pennsylvania Educator Diversity Consortium in collaboration with Teach Plus. This toolkit is focused on Pennsylvania, but many of the barriers to diverse enrollment are consistent across the country. This toolkit discusses concrete solutions and highlights several universities that are implementing its strategies as models.
Strengthening the Pipeline: Recommendations from Teach Plus Illinois Policy Fellows on Supporting Educators of Color in Teacher Preparation Programs (July 27, 2021)	The research in this report was based on focus groups with more than 50 current teacher candidates of color in Illinois from 11 different colleges and universities. Teacher candidates of color believe that faculty at EPPs must be diverse and representative of the students they teach. Some of the authors' recommendations could be implemented this fall in the pilot.
Teacher Prep Review: Program Diversity and Admissions 2021 (February 2021)	This publication from National Council on Teacher Quality that examines the important intersection between programs' admissions standards with their goals to achieve greater diversity and highlights programs that have successfully achieved both. You can see how your program is "graded" on admissions criteria and diversity. There are also helpful case studies that feature how EPPs across the country are innovating to recruit and retain more teacher candidates of color.
Branch Alliance for Educator Diversity	BranchED is a nonprofit organization dedicated to strengthening, growing, and amplifying the impact of educator preparation at minority-serving institutions, with the longer-range goals of both diversifying the teaching profession and intentionally addressing critical issues of educational equity for all students. The Framework for the Quality Preparation of Educators outlines a roadmap to create teacher preparation programs that meet the needs of an increasingly diverse student body. It seeks to build equity-oriented educator preparation programs that prepare

	educators to reflect, respect, and reify the value of the diversity of America's PK-12 school children.
Strategies for Supporting Educator Preparation Programs' Efforts to Attract, Admit, Support, and Graduate Teacher Candidates From Underrepresented Groups (March 2019)	This publication from Educational Testing Service examines common barriers to recruiting candidates from underrepresented groups and potential solutions for EPPs. The process of attracting, admitting, supporting, and successfully graduating students from underrepresented groups has proven to be challenging for many reasons. However, there are EPPs that are succeeding against the odds. This research memorandum outlines some of the challenges EPPs face and offers a consolidated look at literature-based strategies for addressing such challenges.
Grow Your Own, Episode 3, Better Strategies, Better Outcomes: Advocating for State Recognition and Funding for Educator Pathway Programs (February 2021)	Hosted by Educators Rising, this webinar features Lindsey L. Jensen, the 2018 Illinois Teacher of the Year, and Marci Johnson, CTE and Innovation director and state CTE director at ISBE. They discussed how Illinois' Educators Rising state affiliate got state recognition as a Career and Technical Student Organization and tips they learned through personal experience to secure funding – including newly available Perkins dollars – for programs through this status.
The University-School Partnerships for the Renewal of Educator Preparation (US PREP) National Center Public Resources	US PREP provides on-the-ground support and services to a coalition of university-based teacher preparation programs. The current coalition is composed of 22 school-university partners with a common mission of attracting, training, and retaining high-quality, racially diverse teachers for underserved communities across the country. Their ultimate goal is to positively impact K-12 students by building teacher candidate content knowledge and competency to meet ALL students where they are and advance their learning by giving them what they need. The organization is especially focused on historically underserved students, such as Black, Latinx, Native American, and/or economically disadvantaged students. This website includes toolkits for EPPs for planning district partnerships, using data protocols, developing program frameworks, pursuing DEI, and analyzing case studies for successful district partnerships.
American Talent Initiative	This is a collaboration of colleges and universities, philanthropy, and research communities that work to expand access and opportunity for low- and moderate-income students. The website includes resources, publications, and blogs on improving candidate retention rates.
University Innovation Alliance	This is a national coalition of public research universities committed to increasing the number and diversity of college graduates across the country. "We share a sense of urgency about this work because we are public universities with a public mission. Higher education needs to do a better job of graduating students across the socioeconomic spectrum, particularly low-income students, first-generation students, and students of color." The website includes resources on initiatives pertaining to artificial intelligence-based technology to improve student communication, predictive analytics, proactive advising, and completion grants.

Powered by Publics	This is a coalition of more than 100 universities with goals to produce hundreds of thousands more graduates by 2025 with an emphasis on underrepresented minority, low-income, and first-generation students. Explore how clusters of universities are innovating to tear down long-standing barriers, eliminate the achievement gap, and increase the number of degrees they award.

Data for Equity Protocol

Note: This resource was adapted from the High Tech High Graduate School of Education.

Purpose: The purpose for using Data for Equity Protocol is to identify equity gaps in our system, reflect on the conditions that create and perpetuate them, and move forward with concrete steps for understanding and interrupting inequities. You can use this protocol with multiple small groups, each unpacking a different piece of data and then sharing out to the group. Or you can use this protocol to have everyone unpack the same piece of data. (In this case, modify Stage 3.)

Questions to ask before engaging in this protocol:

- What data do we need to look at? Who decides?
- How can we display the data to illuminate and understand disproportionate experiences and/or outcomes?
- What is the purpose of looking at this data? (To identify gaps, to check progress, to identify bright spots, etc.)
- What are the data's blind spots? What/whose perspectives are missing?
- Who needs to be in the room to ensure multiple perspectives are considered and movement is made?

Roles:

- Facilitator guides the group through the process and ensures that the protocol and norms are upheld.
- Notetaker captures notes from the discussion and is prepared to share out for the group.

Norms: Conversations about data and equity issues can make people feel vulnerable. This is not a bad thing. A structured protocol helps maintain focus and constructive dialogue.

- **Share the air** … step up, step back, invite others in.
- **Lean into discomfort …** we can't improve what we do not face.
- **Own your Intent and Impact …** resist defensiveness/blaming/avoidance, and seek to understand.
- **Stick to the protocol …** it helps people be in their brave space and move forward.

Phase 1: Getting Oriented (10 minutes)

Participants take 5 minutes to review the data individually or in pairs. The facilitator then leads a quick check-in: *Does everyone understand what is being presented*? *What clarifying questions do we need to ask so that we can make sense of the data?*

Clarifying questions:

Phase 2: Discussion Rounds (25-30 minutes)

Round 1: Equity Observations (share around)

- Each person shares **one thing they noticed that illuminates an equity issue/gap** (e.g., disproportionate experiences and/or outcomes). During this portion, it is important to just describe what you see as objectively as possible (e.g. "I notice that Latino boys are twice as likely to be suspended as White boys").
- Resist the urge to interpret or pose questions. Helpful sentence frame: **I notice …**

Clarifying questions:

Round 2: Questions (share other direction, start with a different person)

- Each person shares a question that emerges for them from the data.
- Helpful sentence frame: **I wonder …**

Clarifying questions:

Round 3: Hypotheses (facilitator leads a discussion)

- Participants share possible hypotheses or explanations for the equity issues/gaps they identified, *trying to identify multiple alternative explanations*.

- Helpful sentence frames: **This could be because …** or **It could be because …**

Clarifying questions:

EQUITY PAUSE

Take a moment to consider: Where are we making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the results it gets. What forces in our system may be contributing to the inequities we see? How might our current processes/practices/beliefs be contributing to inequity? Bravely focusing on the system and our own contributions helps us identify what is in our locus of control/influence and where we can target our improvement efforts.

Round 4: Next Steps (facilitator facilitates a discussion)

- Participants share what they might do next to address the equity issues/gaps given their understanding of the data.
- Helpful sentence frame: **One thing we could do next is…**

Clarifying questions:

Phase 3: Share out (optional, but recommended if you have multiple small groups or groups looking at different data*)

The notetaker from each group has **1 minute** to share highlights from their group's discussion of the data. Please focus on sharing:

- 1-2 equity observations
- 1-2 questions/hypothesis that emerged
- 1 potential implication/next step

If groups are looking at different data, you may find it helpful to build in time for a jigsaw discussion. Have people get in groups of 3-4 where each person has looked at a different piece of data. Then each person has 1-2 minutes to share highlights from their group's data conversation. The group can then discuss: What themes are we noticing across our data conversations?

Phase 4: Process Debrief (5-10 minutes with your team)

The facilitator leads the group in reflecting on this process. What was this process like for you?

- How did it feel to look at data through an equity lens?
- Where did we get stuck or unstuck?
- What adjustments would you make and why?
- What are we learning about how to display data so that we can engage in productive conversations about equity gaps in our system?

Internal Review Questionnaire

Respond to the reflection questions below after reviewing the responses to the internal review guiding questions pertaining to the EPP's recruiting and retention strategy, stakeholder perspectives, and institution-level conditions, and after participating in the Data for Equity Protocol with a diverse group of stakeholders. Be ready to share your reflections, as well as responses to the internal review guiding questions, with your cohort peers and the Peer Review Team.

Your Program's Diversity Gap
What percentage of your program's new enrollees are candidates of color? What percentage of program completers are people of color? *How does that compare to the percentage of students of color graduating at the institution-level? How does that compare to K-12 classrooms, where 52 percent of the state's K-12 students are people of color?*

Reflection Questions

Drivers: If your program is graduating a smaller proportion of candidates of color than the institution overall, or less than the statewide percentage of K-12 students of color, what do you think are the primary drivers of those gaps? (If candidates of color make up more than 52 percent of program completers, consider the drivers that may be hindering more candidates of color from enrolling in and completing your program.)

Barriers and Opportunities: What did you identify as the largest barriers within your program's control to improving candidate diversity within your program? What are your program's strengths and opportunities?

Systemic Biases: How have your program's systems and policies and the culture of the institution and the EPP, contributed to or perpetuated the drivers, barriers, and opportunities identified in the internal review?

Stakeholder Engagement: What were your biggest takeaways from the Data for Equity Protocol? Where did stakeholders have consensus? Where did their views differ? How did your perceptions of the drivers, barriers, and opportunities shift through engaging stakeholders in the review process?

Data Systems: Which guiding questions were you unable to answer because the data was not available or there weren't necessary data systems to track the information? What are the implications of not tracking this data or using it to make decisions?

Continuous Learning: What else do you want to know about candidates' experiences in your program?

Collaboration: What feedback or support would you like from your EPP peers and the Peer Review Team? What questions do you have for your EPP peers and the Peer Review Team to help you better understand your internal review results?

Enrollment Diversification Planning Template

This template is designed to help EPPs set goals for diversifying candidate enrollment, choose strategies aligned to those goals, and plan to implement those strategies over the next three years.

Background

Programs participating in the Illinois EPP Diverse Pipeline Pilot will identify a representative to participate in activities led by ISBE, including peer collaboration sessions and the peer review process. The program representative will assemble an advisory council to support the enrollment diversification efforts related to this pilot, including the implementation and analysis of the Enrollment Diversification Internal Review. Once the internal review is complete and the program has reviewed the findings with the Peer Review Team, participating programs will complete the Enrollment Diversification Planning Template below.

ISBE recommends engaging the EPP's advisory council to complete this plan. Schedule a half-day or full-day retreat with the advisory council to workshop each of the steps below or schedule a series of meetings to progress through each step. Send this template to members of the advisory council at least two weeks in advance of the retreat and ask them to complete portions of the plan independently for prework. Structure the retreat so that all members of the council get to share their perspectives and build on each other's ideas. By the end of the retreat, you should have several recommendations and a solid draft of the goals and strategies you will pursue to meet enrollment diversification targets. Finalize the planning template below before meeting with the Peer Review Team for feedback.

Section 1. Summarize the key findings from the internal review.

The internal review of EPP Enrollment Diversification Conditions collected enrollment data, surveys, focus groups, and anecdotal information about systems and processes from EPP stakeholders to uncover diversity recruitment efforts, barriers and biases, and the current experience of enrolled candidates of color. It is critical that enrollment diversification goals and strategies are grounded in the EPP's context, including current leadership and priorities, institution-level influences, budgets and resources, and program size and geographic location. Most importantly, the enrollment diversification plan should be responsive to the key findings from the internal review, including the program's strengths and areas for improvement regarding diversifying enrollment.

For the purposes of this planning process, we want to focus on program-level explanations of the data collected through the internal review. As you are reviewing the data collected, consider it through this frame: **How have the systems, policies, and culture of the institution and the EPP contributed to the themes identified in the review?**

Complete the table below with information from the internal review.

What are the biggest strengths of your department/program when it comes to recruiting and retaining candidates of color?	What are the biggest areas in which your department/program can achieve growth regarding diversification of enrollment?	What are the headlines or trends from the internal review that were the most eye-opening or informative? (May include data points, focus group soundbites, or insights from the advisory council.)

Section 2. Set goals for recruiting and retaining candidates of color.

All programs will set two enrollment diversification goals -- one for recruitment and one for retention -- using the following format.

Goal Template	Completed Goal Example
Diversity Recruitment Goal: Over the next three years (by 2023-24), our department/program will have increased the percentage of candidates of color who enroll in our program by X percentage points, from X% (current percent of enrollees of color) to X% (target percent of enrollees of color). • By the first year, 2021-22, our program will have increased the percentage of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 1). • By the second year, 2022-23, our program will have increased the percentage of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 2).	**Diversity Recruitment Goal:** Over the next three years (by 2023-24), our department/program will have increased the percentage of candidates of color who enroll in our program by 12 percentage points, from 18% (current percent of enrollees of color) to 30% (target percent of enrollees of color). • By the first year, 2021-22, our department/program will have increased the percentage of candidates of color who enroll in our program by 4 points to 22% (target percent of enrollees of color by Year 1). • By the second year, 2022-23, our department/program will have increased the percentage of candidates of color who enroll in our program by 4 points to 26% (target percent of enrollees of color by Year 2).
Diversity Retention Goal: Over the next three years (by 2023-24), our department/program will have increased the percentage of candidates of color who complete our program by X percentage points, from X% (current percent of graduates of color) to X% (target percent of graduates of color). • By the first year, 2021-22, our department/program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 1). • By the second year, 2022-23, our department/ program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 2).	**Diversity Retention Goal:** Over the next three years (By 2023-24), our department/program will have increased the percentage of candidates of color who complete our program by 11 percentage points, from 14% (current percent of graduates of color) to 25% (target percent of graduates of color). • By the first year, 2021-22, our department/program will have increased the percentage of graduates of color who complete our program by 3 points to 17% (target percent of graduates of color by Year 1). • By the second year, 2022-23, our department/program will have increased the percentage of graduates of color who complete our program by 4 points to 21% (target percent of graduates of color by Year 2).

How do I know what enrollment diversity targets to set for the next three years? Consider this guidance for setting diversity recruitment and retention goals:

- The majority of teacher preparation programs have less diversity than their larger institutions; this is true nationally and in Illinois. EPPs should aim to have the diversity of enrolled teacher candidates reflect the diversity of their institution overall.

- Consider setting a consistent annual increase in the percentage of students of color enrolling in the program over the next three years, aiming for 3 to 6 percentage points more candidates of color each year. ISBE is working toward an annual increase of 5 percentage points over the next three years, but programs should choose an annual increase target based on their context.
- Consider what resources your program is willing to invest in diversifying enrollment. The more resources, including funds, staff time, and digital/marketing/data tracking tools, you're able to invest in this priority, the greater the return you can expect to see.
- Consider the findings from your internal review and your program's readiness to build inclusive environments where candidates of color thrive. You may choose to be more aggressive in working toward your retention goal in the first year, such as creating spaces for belonging to ensure candidates of color are having a better experience once they enroll in the program. In most cases, you will need to focus on both goals -- the pipeline and the program experience -- at the same time.

Customize the goal language below to reflect your program's three-year targets for diversifying enrollment. On the right, share your rationale for your targets, as well as any data, criteria, or evidence you considered.

Department/Program Targets	**Rationale**
Diversity Recruitment Goal: Over the next three years (by 2023-24), our program will have increased the percentage of candidates of color who enroll in our program by X percentage points, from X% (current percent of enrollees of color) to X% (target percent of enrollees of color). • By the first year, 21-2022, our program will have increased the percentage of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 1). • By the second year, 2022-23, our program will have increased the percentage of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 2). **Diversity Retention Goal:** Over the next three years (by 2023-24), our program will have increased the percentage of candidates of color who complete our program by X percentage points, from X% (current percent of graduates of color) to X% (target percent of graduates of color). • By the first year, 2021-22, our program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 1). • By the second year, 2022-23, our program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 2).	*Share how you arrived at these targets and the information you considered.*

Section 3. Select enrollment diversification strategies.

Choose enrollment diversification strategies listed in Step 3 of this guide that will help you meet the ambitious goals outlined in the previous section. Consider the following guidance when selecting strategies:

- What strengths, opportunities, barriers, and biases came up during internal review? Select strategies that will help you build on the things you're doing well and help you make progress in the areas where you need substantial growth.
- Choose strategies that are realistic and attainable, but that will also push your staff and your program beyond your comfort zone or what you can currently sustain so you'll be forced to make adjustments to current resource allocation.
- Consider your starting place and readiness to implement certain strategies and which strategies will be foundational to others. For example, you might not increase your marketing presence or create a new recruitment campaign before establishing your value proposition for candidates of color. Or you might not prioritize asking staff to create a more culturally responsive curriculum before they've been provided with sufficient training on cultural competency.
- Be thoughtful about how long strategies might take to implement and what effort will be required during that time. There are some items you'll be able to implement immediately, like adding new high schools to your recruitment list. Other strategies may take a year or more of planning and design to come to fruition, like a new community partner partnership or a paraprofessional pipeline, but it is worth prioritizing now because it will be more impactful and sustainable in the long term.
- Consider quality over quantity. You may choose just a couple high-impact strategies in the first year, do them really well, and build on that success in subsequent years.

Prioritize Strategies

Think about the next three years. What strategies can be implemented immediately, over the short term or over the long -term? What level of effort and resources will it take to implement these strategies? What is the potential return on investment that makes the strategies worthwhile to implement now?

List the strategies you will commit to in the table below for your recruitment goal and your retention goal. Some cells may be empty depending on how you prioritize and dedicate resources.

Level of Investment	**Diversity Recruitment Strategies**	**Diversity Retention Strategies**
What are the strategies you can implement immediately with little effort and few resources?		
What are the strategies that can be implemented over the course of one year and will require moderate effort and resources?		
What are the strategies that will involve complex planning, adaptive changes, and considerable resources, but will likely have a big return on investment?		

Strategy Inputs and Outputs

Now that you've prioritized strategies to help you meet your two enrollment diversification goals, think about what it will look like to implement these strategies. List the inputs and outputs for each strategy.

Strategy	**Recruitment or Retention?**	**Investment Level (Low, Medium, High)**	**Inputs (What is the scope of this strategy?)**	**Outputs (How will you know if this strategy is successful?)**
Ex: Recruit at more high schools in communities of color.	Recruitment	Low	Engage with 10 new high schools that are over 50% students of color.	Receive contact info from 80 potential applicants and 20 applications submitted.

Reflect

Will these strategies help our program meet our three-year diversity recruitment and retention goals? Do we need to scale back on the quantity of initiatives and focus our efforts? Do we need to ramp up our efforts to meet our ambitious goals?

Section 4. Plan to implement enrollment diversification strategies.

Each strategy identified above should be assigned a project sponsor and manager who are responsible for the work. Key stakeholders who should be included or consulted should also be identified here. Use the table below to outline the proposed decisions for each strategy.

Decision Point	**Proposed Decision**
Who will be the **project sponsor** with ultimate responsibility over scope and deliverables? Choose a sponsor who has the necessary influence and decision-making ability to advocate for the strategy.	
Who will be the **project manager** that develops and maintains project plans and schedules, manages toward goals, and ensures overall quality?	
Who are the **key stakeholders** who need to be included or consulted for this strategy to be a success? Consider staff within the EPP and across institution departments, where necessary.	
What **resources** do you need to implement this strategy? Consider funding, staff time, knowledge, skills, and expertise, as well as physical resources.	

Create an **action plan**. What specific steps will staff take and by when? The action plan should consider whether the strategy should be implemented immediately, in the short term, or in the long term, and include all the steps to ultimately implement the strategy.	

Section 5. Invest the EPP community and the institution in the plan.

Sharing the Enrollment Diversification Plan with all stakeholders increases the likelihood of meeting your goals.

Ask for feedback. Request feedback on your Enrollment Diversification Plan (goal targets and timeline, priorities, strategies, and implementation) from EPP stakeholders, including program-level and institution-level leadership, the recruitment and admissions teams, EPP faculty, EPP candidates, and district partners.

Who will you request feedback from and when? What is your plan for collecting, considering, or incorporating feedback?

Share your vision for this work. Share your goals and priorities, as well as your rationale and your plan for diversifying enrollment, with the EPP community. This demonstrates transparency and accountability to the community and to EPP staff and candidates.

How will you share your vision for enrollment diversification with the EPP community? Where do you anticipate pushback and how will you respond?

Invest staff in their role in this work. All program staff and some institution staff will contribute to EPP enrollment diversification. Support staff to determine how they can contribute to the strategies identified for diversity recruitment and retention, and internalize their responsibilities. Where possible, build these responsibilities into job descriptions and evaluation criteria.

How will you support staff to understand their role in enrollment diversification strategies?

Next Steps

In the next phase of the pilot, programs will work with their advisory council to develop a Continuous Improvement Plan. While the Enrollment Diversification Planning Template prompts programs to set goals, prioritize strategies and plan for those strategies, the Continuous Improvement plan will prompt programs to:

- Develop metrics and data tracking systems to determine if strategy implementation is on track and yielding anticipated results.
- Engage stakeholders with results at regular intervals.
- Adjust strategies based on data and stakeholder feedback or consider new strategies.