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The California Educator Diversity Project

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Prioritizing Educator Diversity with New State and Federal Funding

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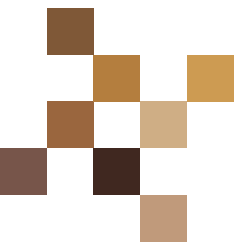
Prioritizing **Educator Diversity**

WITH NEW STATE &
FEDERAL FUNDING

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UCLA

**Center for the Transformation
of Schools**



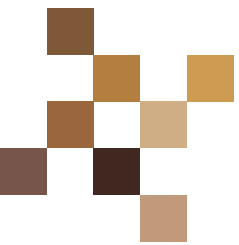
Racial diversity in the K-12 workforce is essential to establishing more inclusive and equitable learning environments for students.



In fact, “regular exposure to and interactions with individuals from a variety of races and ethnic groups, especially during childhood, [can] combat stereotypes, strengthen students’ abilities to become comfortable with peers from different backgrounds, reduce unconscious implicit biases inside and outside the classroom, and lead to innovative and greater social cohesion” (*Warner & Duncan, 2019*). Numerous studies also show that teachers of color boost the academic performance, attendance, and graduation rates for students of color and engender a variety of positive social emotional outcomes (*Redding, 2019; Carver-Thomas, 2018; Council of Chief State School Officers, 2018; Gershenson et al., 2017*). Though these benefits are especially strong in racially matched classrooms, all students, regardless of race, can benefit from having teachers of color (*Cherng & Halpin, 2016; Raudenbush & Jean, 2014*). Beyond the impact on individual students, an increase in teacher diversity can help support an inclusive school culture, culturally relevant pedagogy, and local and global civic engagement (*Nevarez et al., 2019*).

California, which is the second most diverse state in the country (*Karlamangla, 2021*), is making significant strides to attract and retain educators of color. According to the California Department of Education, currently 77% of K-12 students in California are non-white, while only 37% of the teacher workforce is comprised of individuals of color (*Dataquest, 2019*). This prominent diversity gap reveals that California’s educator workforce largely does not reflect the racial and ethnic

77% of K-12 students in California are non-white, while only **37% of the teacher workforce** is comprised of individuals of color.



makeup of its student population. To reap the many benefits of having educators of color on our campuses, in our classrooms, and in front of our students, deliberate actions and investments must be made to foster a culturally diverse and robust K-12 workforce.

In the summer of 2020, California's state budget included \$123.9 billion (comprised of a \$65.5 billion General Fund and \$58.4 billion in other funds) for all K-12 education programs—the highest level of funding in the state's history. Per-pupil funding is also at the highest levels ever, totaling \$13,976 per pupil in Proposition 98 General Fund (*California State Budget, 2021*). This amount rises to \$21,555 per pupil when accounting for all (federal, state, and local) funding sources. When combined with the billions of dollars in federal funds from the American Rescue Plan, California's education system has a unique opportunity to strategically support a more diverse and sustainable workforce, while also addressing the state's dire teacher shortages.

This brief highlights opportunities for recruiting, preparing, and retaining more educators of color in California, whether those opportunities be in the form of increased support for teacher residencies, fee waivers, teacher grants, or early childhood education funding. The brief is organized into separate sections for state and federal funding and provides a general overview of available public dollar investments along with research that underscores the potential impact of such investments. Recommendations at the state, county and district level are also provided for each funding summary.

California's education system has a **unique opportunity to strategically support a more diverse and sustainable workforce**, while also addressing the state's dire teacher shortages.





State Funding

CALIFORNIA DIVERSIFYING TEACHER GRANT PROGRAM

\$15 MILLION

CALIFORNIA CLASSIFIED SCHOOL EMPLOYEE TEACHER CREDENTIALING PROGRAM

\$125 MILLION

THE CALIFORNIA TEACHER RESIDENCY GRANT PROGRAM

\$350 MILLION

COMPUTER SCIENCE FUNDING

\$15 MILLION

NATIONAL BOARD CERTIFICATION

\$250 MILLION

GOLDEN STATE TEACHER GRANT PROGRAM

\$500 MILLION

CALIFORNIA DIVERSIFYING TEACHER GRANT PROGRAM



\$15 million for Local Education Agencies (LEAs) to create and implement new and existing programs that address a local need to develop and retain a diverse teacher workforce, specifically targeting male educators of color.

AB 520 is currently still in committee, but when it passes it will establish the California Diversifying Teacher Grant Program, awarding \$15 million in grants to school districts to provide programming that specifically targets male educators of color. The program allows school districts to use funds for a variety of initiatives, including: building coaching networks, providing professional development, creating a comprehensive recruiting strategy, and creating career pathways for teachers to pursue administrative opportunities (O'Donnell, 2021).

According to California assemblymember Mike Gipson (the author of the bill), “Student success is amplified when they are taught by teachers who reflect the diversity of those students. In addition to academic benefits, students of color experience social-emotional gains from having teachers who look like them, also lessening the likelihood of chronic absenteeism and suspension” (California Department of Education, 2021). This is especially true for black students, as research has shown that low-income black male students that have a black teacher in grades 3 to 5 are 39% less likely to drop out of high school (Gershenson et al., 2017).

In California, men of color comprise less than 10% of the teaching force, with Black men making up only 1% of that group (which is half the national average, which stands at a dismal 2%) (California Department of Education, 2021). For context, Black people make up over 5% of the student population and over 6% of California citizens over the age of eighteen. Over a quarter-million California students are in schools without a teacher of their same race, 100,000 California students attend a school where every teacher is white, and over half the public schools in the state don't have a single black teacher (Ridley-Kerr et al., 2020). Teachers of color or more likely to enter the workforce through alternative pathways that offer substandard support (La Torre et al., 2021). This along with poor working conditions and low salaries lead to high teacher turnover (O'Donnell, 2021). California Diversifying Teacher Grant Program is one of the few allocations that identifies male educators of color, and Black male educators specifically, as the targeted beneficiaries and has the potential to address these disparities.

Policy Recommendations

State

- **Prioritize funding disbursement** to counties and LEAs where male teachers of color have been historically under-represented in schools.
- **Provide incentives for collaboration** between LEAs, districts, community colleges, universities, and teacher education programs to establish a stronger supply of eligible educators of color.

County

- **Assist with information gathering and sharing** between LEAs, districts, community colleges, universities, and teacher education programs as it relates to recruiting male educators of color specifically and educators of color broadly.
- **Develop clear guidance** for LEAs on how to access funding to develop coaching/mentoring networks as well as administrative and professional development opportunities.

Local Education Agency

- **Establish regional partnerships** with teacher education programs, community colleges, and 4-year universities to create a comprehensive strategy for identifying and recruiting prospective male educators of color.
- **Build coaching and mentorship networks** that center the social, emotional, and mental wellbeing of male educators of color, prioritizing support for those new to the profession.
- **Embed mentorship and coaching** into career pathways for male teachers of color to pursue administrative opportunities.

CALIFORNIA CLASSIFIED SCHOOL EMPLOYEE TEACHER CREDENTIALING PROGRAM



\$125 million toward classified support staff in completing their credentials.

The aim of the program is to recruit classified school employees who have earned an associate's degree or higher into the teaching profession. Through the initiative, LEAs are provided with funding to award individual candidates with up to \$4,000 a year to help offset tuition and other teacher preparation program costs.

Classified school employees, as a group, make up the most diverse segment of the professional school community (*A.B. 2122, 2016*). Paraprofessionals, support staff, and service classified staff already working within schools tend to serve in the communities in which they live and have strong ties to their students and families, making this group ideal candidates for the teaching profession.

As schools struggle to deal with the long-term effects of the COVID-19 pandemic, there is a great need for supporting these educators through the credentialing process. While teacher shortages across California have been increasing over the last decade, the virtual learning period brought on by the pandemic hastened many veteran teachers' retirements. The California State Teachers' Retirement System reported a 26% increase in the number of teacher retirements in the second half of 2020, compared to the same period the year prior (*calstrs.org, 2021*). Yet the number of credentialed teachers has not kept pace with statewide rates of attrition and retirements, forcing the state to issue greater numbers of substandard (intern, emergency, short-term, provisional intern) permits and waivers. If properly supported, classified staff could help address our chronic teacher shortage by supplying a pool of local, qualified, and experienced candidates to the field.

Policy Recommendations

State

- **Reconsider the requirement** that only individuals who have completed two years of college are eligible for state funds.
- **Expand the amount and use of funds to cover more living expenses** so participants won't be over extended. (According to the California Commission on Teacher Credentialing, most participants in the program must continue to work a part-time job to cover living expenses. Participants spent an average of 63 hours per week or 13 hours a day working either on the program or at a job.)

Local Education Agency & County Offices of Education

- **Identify classified staff on your campus that have either expressed interest in becoming a teacher and/or have a vested interest in the school or district.** Investing in these individuals and their career trajectories by sharing resources about the Classified Program funding opportunities could encourage additional classified staff applications, increase the number of fully credentialed teachers in the classroom, and support a higher teacher retention rate.
- **Allow funds to be used for general expenses associated with the credentialing process, instead of identifying specific allocations for specific costs** (i.e. tuition, books, etc.). Generalizing the funding award allows candidates more flexibility to attend to their personalized needs.

THE CALIFORNIA TEACHER RESIDENCY GRANT PROGRAM



\$350 million over five years to support teacher preparation residencies and other grow-your-own teacher credentialing programs.

Under this program, teacher residencies can receive up to \$25,000 per resident to launch or expand programs that prepare teachers in high-need areas, specifically STEM, bilingual, special education, computer science, TK, and Kindergarten. Teacher residencies allow for teacher candidates to receive clinical classroom experience under the guidance of a mentor teacher while finishing credentialing coursework. Grantees can use the funds to offset the cost of teacher and mentor stipends and other programmatic expenses.

Research suggests that teacher residency programs may be a way to recruit and retain highly qualified, diverse teachers. Nationally, 45% of teacher residents are people of color, more than double the national average of teachers entering the field (*Guha et al., 2016*). First year data from the program indicates that “residents in grantee programs better reflect the racial diversity of students they serve compared with the existing teaching staff” (*Eiler White et al., 2020*). In addition to increasing diversity, “studies of teacher residency programs consistently point to the high retention rates of their graduates, even after several years in the profession, generally ranging from 80–90% in the same district after three years and 70–80% after five years” (*Guha et al., 2016*).

For students of color pursuing higher education, paying tuition proves to be a great burden. “Almost three quarters of Latino students take out loans to attend college, relative to two-thirds of their White peers” (*Elengold et al., 2020*). Additionally, black college graduates on average owe \$7,400 more than their white peers upon earning their bachelor degrees (*Scott-Clayton & Li, 2016*). Due to the rising cost of college, the teacher profession could be losing a fair amount of potential candidates to disciplines that lead to more lucrative careers like medicine, law, and business. Residencies offer candidates practical work experience, additional mentorship throughout their learning process, and a means to continue earning a salary while furthering their education. The structure of this pathway provides support for many who would not be able to enter and/or stay in the career otherwise.

Policy Recommendations

State

- **Harness the flexible funding provisions of ESSA** to support existing residencies and develop new residencies that will increase the number of candidates served.
- Encourage state investments that **reward local education agencies and preparation programs that partner to implement residencies**.
- **Provide guidance from the outset on program sustainability**, particularly on continuity after state funds have been exhausted.
- **Provide enough financial support to LEAs** to properly staff and coordinate the program.
- **Create public information campaigns** publicizing residency programs across the state.

County

- **Provide technical assistance for the development of residencies** between schools, districts, and higher education institutions, especially related to data sharing and incentivizing participation.
- **Ensure individuals, schools, and districts have clear guidance on how to access opportunities** to engage with existing residencies and funds to build new “grow your own” pathways.

Local Education Agency

- **Pair strong mentor teachers with residents.** A resident’s experience with their mentor teacher can have a significant impact on their perceptions, dispositions, and practice, so it is important that mentor teachers espouse and demonstrate the values conducive to inclusive, equitable, and culturally responsive learning.
- **Provide appropriate support** (including extra pay and time) for mentor teachers to adequately support their residents.
- **Build structures to solicit teacher feedback and input** to ensure that their needs are being met to complete residencies.
- **Reallocate funding to sustain programing after one-time funds are exhausted.** Consider redirecting funds from student support services to residents who could provide targeted, differentiated instruction (*Yun & DeMoss, 2020*).

COMPUTER SCIENCE FUNDING



\$15 million to support the preparation it takes for 10,000 K-12 teachers to earn a supplementary authorization on their credential to teach computer science (CS).

The Proposition 98 General Fund includes \$15 million to support teachers in completing the coursework necessary to receive state certification to teach Computer Science courses. It is essential that these funds be prioritized for teachers of color. As established previously, there are numerous and long-lasting benefits to having a teacher of color, particularly for students of color, including lower absenteeism, higher student achievement, and fewer suspensions for students of color (Holt & Gershenson, 2015; Dee, 2004). These benefits are much needed for students taking Computer Science courses as data indicates that girls and students of color are underrepresented in Computer Science education nationally. Reasons for this include disparities in access to Computer Science content, widely held deficit cultural perceptions, and poor representation of women and people of color in media depictions of characters in computer science fields (Vegas & Fowler, 2020).

Presently, students of color taking Computer Science courses at the Advanced Placement (AP) level are struggling. Native American, Latinx, and Pacific Islander students are each three times less likely and Black students are four times less likely than their White and Asian peers to take an AP Computer Science exam when they attend a school that offers it (Code.org et al., 2020). Each of these groups are also less likely to pass the AP Computer Science exam after taking it. Prioritizing teacher training funding for teachers of color would benefit the most underserved and underrepresented demographics in the field.

Policy Recommendations

State

- **Allow CS teacher candidates to utilize the funding as “living stipends” that can be spent at the discretion of the recipient.** This stipend flexibility can incentivize teacher candidates to pursue a credential in CS and offset potential financial burdens.

County

- **Establish an aggressive awareness campaign targeting students majoring in education and computer science related fields** at local higher education institutions.
- **Foster new partnerships with districts and the tech industry** to help expose incoming CS teachers to patterns related to the CS field.

Local Education Agency

- **Establish regional partnerships with districts, community colleges, MESA, tech industry partners and teacher education programs** to encourage more future educators to be prepared for CS curricula.
- **Expand upon existing state Computer Science pathways programs** starting in elementary school and continuing to higher education institutions to ensure that more young people of color are put on track for CS coursework prior to college.

NATIONAL BOARD CERTIFICATION



\$250 million for incentives to attract and retain National Board Certified teachers (NBCTs) to high poverty schools.

This program will award grants of up to \$25,000 to any teacher who has attained certification from the National Board for Professional Teaching Standards (NBPTS), as long as the teacher agrees to teach at a high-priority school for at least five years. It will also award grants of \$2,500 to any teacher who initiates the process of pursuing National Board certification when teaching at a high-priority school (*NBPTS, 2020*).

Currently, there are more than 7,000 NBCTs in California, which consists of only 3% of the state's teaching workforce (*NBPTS, 2021*). Additionally, more than half of the qualified NBCTs in the state work in Title I schools. Research across the U.S. has shown that students of NBCTs demonstrate evidence of deeper learning at a rate nearly three times more frequently than their peers (*NBPTS, 2021*). This appears to be especially true when it pertains to low-income students. For example, Harvard University's Strategic Data Project reported that students of NBCTs in Los Angeles Unified School District (LAUSD) gained the equivalent of over two months of additional instruction in Math and one month in ELA compared to students taught by other teachers (*The Strategic Data Project, 2012*).

Incentivizing current NBCTs of color at affluent schools to transition to teaching at high priority schools and non-certified educators of color to become NBPTS-certified could have a substantial impact on students of color.

Policy Recommendations

State

- Work with the NBPTS, other states and the federal government to **ensure national board standards encourage and promote culturally relevant and anti-racist teaching practices.**

County

- Incentivize teachers further by **creating a county-wide cohort model that will offer community, support, and mentoring opportunities for teachers of color** who decide to start and complete board certification.
- **Create county-wide professional learning networks** to help spread NBPTS expertise.

Local Education Agency

- **Recruit tenured teachers of color in Title I schools for the NBPTS program**, as these teachers already have a demonstrated commitment to work in the school community and are more likely to continue working at the site after getting certified.
- **Establish salary incentives and targeted pay scales** for board certified teachers.

GOLDEN STATE TEACHER GRANT PROGRAM



\$500 million in one-time grant funds available, up to \$20K per candidate currently enrolled in a teacher preparation program.

The Golden State Teacher Grant (GSTG) awards up to \$20,000 to currently enrolled students in a California Commission on Teacher Credentialing (CTC) approved teacher preparation program. To be eligible, students must earn a credential in a high-need field and commit to teach at a priority school in California for four years within five years of receiving their degree. High need fields include: bilingual education, STEM, special education, multiple subjects instruction, and TK. A list of priority schools can be found at <https://www.ctc.ca.gov/commission/notices/gs-teacher-list>.

Policy Recommendations

State

- **Establish an aggressive awareness campaign** targeting students of color in eligible fields.
- **Consider providing forgivable loans** after a student has been awarded the maximum \$20,000.
- **Consider expanding high-need fields** to include: English language development, History, Ethnic Studies, and single subject instruction.
- **Establish an awareness campaign** that candidates can apply for both the \$25K residency grant and the GSTG grant.

Universities/Higher Education/ Local Education Agencies

- **Provide webinars and town halls** where available funding for students is highlighted, discussed and application support is offered.



Federal Funding

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER)

~\$15 BILLION

GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER)

\$355 MILLION

TEACHER QUALITY PARTNERSHIP

\$400 MILLION

TEACH GRANTS

\$17.2 MILLION

PUBLIC SERVICE LOAN FORGIVENESS & TEACHER LOAN FORGIVENESS PROGRAM

VARIES

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) & GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER) FUNDING



Federal

Approximately **\$15 billion** for ESSER and
\$355 million for GEER

These two allocations are tied to the federal education relief funds in the American Rescue Plan for schools to address the impact of COVID-19. Though typically used with specific costs associated with reopening schools, the use of these funds can be quite flexible. ESSER funds can be used for the implementation of a broad range of evidence-based interventions that respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19, particularly among underrepresented student groups (*U.S. Department of Education, 2021*). Appropriate interventions could include after-school programs, the hiring and retention of staff to diversify the profession, and even teacher residencies, and induction support.

GEER funds can be used to support the “ongoing functionality” of educational services for schools most impacted by COVID-19 (*U.S. Department of Education, 2021*). Much like ESSER funds, LEAs can use GEER funds for any activities that are authorized under the ESEA (Elementary and Secondary Education Act), including but not limited to recruiting and retaining diverse teachers, establishing teacher residency programs, and developing mentoring and induction programs (*Learning Policy Institute, 2021*). With great intention, these two funding allocations can be used to support and advance programs, practices and strategies aimed at diversifying the educator pipeline.

Policy Recommendations

State

- **Leverage state dollars** to expand upon existing state priorities around residencies.

County/Local Education Agency

- **Prioritize flexible funds to help further school site staff education and professional development** in areas such as anti-racist practices, culturally responsive learning, restorative practices, and community building as part of the California Multi-Tiered System of Support (MTSS) implementation. Training existing teachers in such topics helps to create a school culture and climate that is more conducive to nurturing and retaining a diverse staff.
- **Utilize funds to hire and retain more diverse social-emotional support staff** such as counselors, psychologists, and social workers.

TEACHER QUALITY PARTNERSHIP



Federal

\$400 million to improve the preparation of teachers.

Teacher Quality Partnership grants support residency partnerships between high-need school districts, high-need public schools, and institutions of higher education (*U.S. Department of Education, 2021*). Funds can be used for improvements in the preparation of teachers, including enhanced professional development for teachers and strengthened accountability measures for preparation programs. Graduates of TQP-funded programs are required to do clinical practice and to work in high-needs schools or districts for three years, thus promoting educator retention rates. In 2020, the National Center for Teacher Residencies (NCTR) reported that over 840 of their 1,400 NCTR residents identified as people of color and that their residencies not only promote the recruitment of teachers of color into the field, but also elevate effective teachers of color into leadership positions (*NCTR, 2020*). As the only federally funded initiative aimed at strengthening teacher education programs at institutions of higher education, TQP grants play a vital role in efforts to supply diverse and high-quality teachers amidst a dwindling teacher workforce.

Policy Recommendations

State

- **Reinforce state investments in models that align to TQP grants**, developing criteria to evaluate the number and impact of teachers of color receiving TQP grants.
- **Collect data on the career advancement of TQP grantees** (in terms of advancement to leadership positions) and use this data to hold counties and LEAs accountable.

County

- **Ensure LEAs have a clear understanding of how to access funding to develop coaching/mentoring networks** as well as administrative and professional development opportunities.
- **Establish clear and direct teacher residency pipelines** between LEAs and local teacher preparation programs housed within institutions of higher education.

Local Education Agency

- **Cultivate partnerships with local teacher education programs** to facilitate the smooth placement of teachers of color.
- **See recommendations under State Funding - Teacher Residencies.**

TEACH GRANTS



Federal

An estimated **\$17.2 million** in 2022 for incentives for postsecondary students teaching in-demand fields at high-needs schools.

The TEACH Grant Program awards annual grants of up to \$4,000 to eligible undergraduate and graduate students who agree to serve as full-time teachers within in-demand fields at high-need schools (*U.S. Department of Education, 2021*). Under the American Families Plan these grants increase to \$8,000 per year for juniors, seniors, and graduate students, grade point average requirements have been removed, and eligibility has been extended to include early childhood educators who go on to serve in programs that disproportionately serve students from low-income backgrounds.

The resources needed to provide tuition, books, and required testing, impose financial barriers to earning a teaching credential for school staff can prevent many from obtaining a credential. For instance, pre-pandemic data suggests that roughly 40% of teacher candidates failed to pass one of the multiple required tests for earning a teacher credential from the state of California (*California Commission on Teacher Credentialing, 2018*). These tests are expensive, costing up to \$250 every time a candidate seeks to take them. This funding allocation allows LEAs to better support these staff through the credentialing process by providing them with financial assistance. TEACH grants increase access among individuals from low-income backgrounds and students of color to comprehensive teacher preparation, thus helping to diversify the teacher pipeline. With a proposed budget of \$172.2 million for the 2022 fiscal year (a \$54.8 million increase from 2021), the program plans to increase the number of recipients by fifty percent.

Policy Recommendations

State/County

- **Provide technical assistance and communication support** to LEAs and IHEs working with TEACH grant recipients.
- **Report on placement sites and job openings** that grant applicants and recipients can use to better understand the job contexts they'll likely encounter, perhaps through a centralized website.

Local Education Agency

- **Ensure that TEACH grant opportunities are widely and publicly communicated** to central office administrators, principals, teachers and support staff, and teaching unions.
- **Support applicants through the FAFSA completion process.**

PUBLIC SERVICE LOAN FORGIVENESS & TEACHER LOAN FORGIVENESS PROGRAM



Federal

Funding varies.

The Public Service Loan Forgiveness program forgives the remaining balance on direct loans after 120 qualifying monthly payments under a repayment plan while working full-time for a U.S. federal, state, local, or tribal government or not-for-profit organization. The Teacher Loan Forgiveness program provides up to \$17,500 of loan forgiveness for teaching five complete and consecutive academic years in a low-income school or educational service agency.

Research on loan forgiveness has found that these programs are effective at attracting individuals into the teaching profession and particularly into high-need schools (*Podolsky and Kini, 2016*). As mentioned throughout this brief, financial assistance is a fundamental way to provide greater cost-benefit for historically underrepresented students seeking to enter the profession. Though promising in theory, existing loan forgiveness programs have fallen short of providing most borrowers with relief. Data shows that 98% of applications for Public Service Loan Forgiveness (PSLF) from November 9, 2020 to April 30, 2021 were rejected (*U.S. Department of Education, 2021*), meaning only two out of every hundred applicants were approved. If this initiative is to have a true impact on individuals' decision to enter the teacher workforce, significant improvements must be made in processing and accepting applications for loan forgiveness.

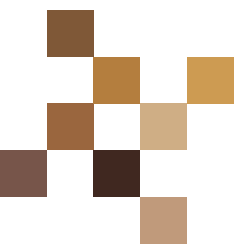
Policy Recommendations

Federal

- **Establish a federal oversight committee** to review and revise the current processing and eligibility requirements.
- **Increase spending for recruitment efforts** through national marketing campaigns that promote the teaching profession as a viable and respected career option.
- **Expand eligibility to qualify for the highest amount of loan forgiveness (\$17,500)** to include more teachers in low-income schools.
- **Increase staffing** to help with workload and expedite the process.
- **Clearly communicate requirements** for each loan forgiveness program.
- **Create a centralized application process** for all programs to reduce the number of rejections.
- **Reduce the number of qualifying payments** required for forgiveness.

Local Education Agency

- **Provide yearly workshops** on how to apply and qualify for loan forgiveness.



These historic, one-time investments present a **rare opportunity to develop new programs and expand existing ones.**



However, one-time funds present sustainability challenges, meaning the school districts and county offices of education will need to have a plan for implementation after funding is exhausted. Below are a few general recommendations for using one-time funds for long-term sustainability.

- Invest in **projects and initiatives that promise a financial return** (Kleine, 2021).
- Invest in efforts that support the **community's long-term priorities.**
- **Braid funding from multiple sources** to help bolster and maintain programming.

Through strategic development and purposeful spending, initiatives like teacher residencies, classified credentialing programs and loan forgiveness can dramatically diversify the educator workforce and potentially close our teacher/student diversity gap and thus benefit our students and our society.

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