



FINAL REPORT: Evaluation of the Aspiring to Educate Philadelphia Pilot

Submitted by Research for Action
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Overview of this Report

The William Penn Foundation, on behalf of the Pennsylvania Department of Education (PDE), commissioned Research for Action (RFA) to conduct an evaluation of the Philadelphia pilot of Aspiring to Educate (A2E). At the outset, the planned goals of RFA's evaluation were to:

1. *Assess the implementation of A2E in Philadelphia and provide actionable, formative feedback to strengthen the initiative; Refine the logic model and theory of change/framework to reflect any changes as needed,*
2. *Document and broadly disseminate concrete evidence of outputs, early, and longer-term outcomes to determine whether A2E is progressing according to the initiative's logic model,*
3. *Identify lessons learned from the pilot site (i.e., Philadelphia), especially within the context of COVID-19, that can be used to support the sustainability and scale of A2E into other sites, and*
4. *Assess the sustainability of A2E goals over time as determined by relevant policy changes, fiscal support, and broad engagement.*

In Appendix A, we present research questions that were designed in alignment with these evaluation goals.

This final report on the A2E pilot for PDE describes A2E's goals and the overall structure of the pilot; A2E activities that took place in 2020; highlights and innovations; and learnings from the pilot that could inform the creation of similar initiatives to diversify and develop the teacher workforce.

The report draws from multiple sources of data, including perspectives expressed in interviews; data collected in observations of A2E meetings; a review of relevant documents; and scans of media and literature. In Appendix B, we provide further details on methodology. In Appendix C, we provide an overview of some key points in the timeline of the A2E pilot and evaluation. Many of this report's findings were presented to PDE and A2E partners in the March 2021 formative feedback memo.



Goals of A2E and Overall Structure of A2E Pilot

In November 2019, PDE announced the [A2E program](#) and its intention to pilot the program in the Philadelphia area. The [goals](#) of the program were:

...to address both the shortage of teachers in Pennsylvania and the lack of diversity in the educator pipeline.

It is also the intent of the program to equip those teachers in the pipeline, and current in-service teachers, with the knowledge, tools, and supports needed to be culturally responsive educators. With the support of private, federal, state, and institutional resources, it is also the goal of the program to alleviate the financial burden of participants enrolled in the program.

Ultimately, Aspiring to Educate will work with school districts in Pennsylvania to ensure participants are hired upon the completion of the program.¹

The Philadelphia-focused A2E pilot differed in some ways from the program's original description (e.g., the pilot did not formally involve the Community College of Philadelphia). Overall, the structure of the A2E pilot in 2020 involved:

- Grants to **six universities**—with campuses in or proximal to Philadelphia—**and the Center for Black Educator Development** to engage in programming to expose students to the teaching profession/pathways. The pilot involved student programming targeted toward the early years of the teaching “pipeline” (e.g., high school students) as well as supports for preservice teachers.
- A grant to **Temple University** to regularly convene a range of stakeholders in an A2E-focused workgroup. Temple leveraged an existing group called the IHE Educator Diversity Consortium, and we refer to the A2E workgroup as the “A2E Consortium” or “the Consortium” in this report.
- The **School District of Philadelphia** serving as the entity that administered grantees’ contracts.
- The **Region 4 Comprehensive Center^a** providing technical assistance to the A2E Consortium.

a The [Region 4 Comprehensive Center](#) provides technical assistance on projects related to education in Delaware, Washington, DC, Maryland, New Jersey, and Pennsylvania. As described on its website, the Center's role in A2E was to “assist the Pennsylvania Department of Education to plan and carry out strategic, statewide efforts in advancing culturally-responsive and sustaining education through policies, partnerships, and educator pipelines.”

Importance of Diversifying Pennsylvania’s Teacher Workforce

In announcing the A2E initiative, former Secretary of Education Pedro A. Rivera noted the goal of “diversifying the educator pipeline so we have more teachers of color in our classrooms.”² A2E participants indicated that the focus was specifically on increasing the number of Black and Latinx teachers^b in the workforce, along with supports for those individuals.

The lack of racial, ethnic, and gender diversity in the teaching workforce is a prevailing educational issue nationwide. But disparities between teachers and students are especially concerning in Pennsylvania, where 138 school districts and over 1,000 schools have employed zero teachers of color over any of the last seven school years.³ Stark disparities in teacher/student diversity exist beyond the Commonwealth’s rural and suburban communities as students of color far outnumber teachers of color even in urban school districts.⁴ In Philadelphia, which employs over half of the state’s teachers of color, the full-time teaching workforce still is comprised of only about 32% teachers of color, as compared to 86% students of color.⁵

The trends for Black teachers are particularly concerning. In Philadelphia, both the number and percentage of Black teachers have declined over the past two decades, from a high of 34% in 2002,⁶ down to 24% in 2020,⁷ even as the number of teachers in other major race or ethnicity subgroups (i.e., White, Hispanic, Asian, and Multiracial teachers) have grown. Similarly, in Pittsburgh the share of Black teachers dropped from over 18% in 2002 to less than 12% in 2020.⁸

Due to these disparities, both teachers and students across the state experience the negative consequences of high rates of racial isolation.⁹ Additional research has documented deficits in educators’ cultural competence in Pennsylvania schools.¹⁰

The Benefits of a Diverse Teacher Workforce

A substantial and growing literature documents the multiple benefits of teacher diversification, including in the areas of students’ academic achievement and persistence in school; teachers’ expectations; and school discipline.¹¹ Studies have found positive outcomes, both short- and long-term, for students of color taught by educators who share their racial backgrounds.¹² White students also benefit from a diverse teacher workforce, including because “being taught by a teacher of color can provide white students with positive images of different racial groups.”¹³ Diversifying the teaching workforce can thus serve as a key tool^c for combatting educational inequities at large,¹⁴ and “a racially and linguistically diverse teacher force [has the potential] to transform schools and communities.”¹⁵

In a March 2021 interview,¹⁶ Secretary of Education Noe Ortega synthesized many of the benefits of a diverse teacher workforce when he stated:

Research has been telling us that when young learners have individuals in the classroom, that look like them, that understand their lived experience, it improves performance, academic performance, classroom performance; it helps them deal with individual self-esteem in some cases, or racial self-esteem...And so there’s a lot of benefits that research has shown that a person of color coming into the classroom can have not just on [students] of color, but the classroom as a whole in terms of shaping their thinking around diversity.

^b In this report, we use the terms Black and Latinx teachers and teachers of color to refer to the initiative’s target populations. We use the terms “participants,” “partners,” and “interviewees” interchangeably to refer to the individuals whom we interviewed—most of them A2E grantees.

^c However, solutions to educational inequalities cannot be solely comprised of matching educators, racially and ethnically, to their student populations. Teachers, regardless of race and background, can struggle to implement “culturally responsive practice,” and efforts to diversify the teacher workforce should be coupled with efforts to ensure that educators have the knowledge and tools to be culturally competent (See Marcelle M. Haddix, “Diversifying teaching and teacher education: Beyond rhetoric and toward real change,” *Journal of Literacy Research* 49, no. 1 (2017): 141-149, 144)

Barriers to Teacher Diversity

Schools are places where prospective educators often have negative racial experiences,¹⁷ which can dissuade them from the profession. Other barriers to teacher diversity include opportunity gaps that negatively impact prospective educators' academic achievement and attainment at all points in the teaching pipeline, as well as the financial costs of teacher preparation.¹⁸ Additionally, certification requirements including teacher licensing exams are a barrier to prospective teachers of all races and especially for those of color¹⁹—including in Pennsylvania, as a recent report demonstrated.²⁰

Even after overcoming obstacles to become an educator, many teachers of color still experience racism and stereotyping from their school community (colleagues and students, alike).²¹ And for many who do complete licensing, a lack of preparation to be successful in the classroom contributes to high turnover.²² Indeed, research has found that low retention, driven by poor working conditions, often offsets successful recruitment and serves as the most significant barrier to teacher diversification.²³

Related Initiatives

A scan of recent media on topics relevant to A2E and teacher diversity found documentation of states, districts, funders, and other educational stakeholders grappling with the underrepresentation of individuals of color in teacher workforces with increasing frequency over a six-month period. We found evidence of efforts to remove barriers that hinder diversity and to promote diversity and cultural competence in educational systems. For example, see relevant media from [California](#), [Colorado](#), [Connecticut](#), [Kentucky](#), [Illinois](#), [Louisiana](#), [Maryland](#), [Massachusetts](#), [Minnesota](#), [New Jersey](#), [New York](#), [North Carolina](#), [Oregon](#), [Pennsylvania](#), [Tennessee](#), [Utah](#), [Virginia](#), and [Wisconsin](#). Significant investments are being made into scholarships and “Grow Your Own” programs across the country. Beyond A2E, there are even several initiatives to diversify the teacher workforce underway in targeted Pennsylvania communities.²⁴

Documenting, refining, and scaling successes of such initiatives could yield lasting and measurable progress toward the goals of diversifying Pennsylvania's teaching workforce and developing teachers' cultural competency. Moreover, the implications of the research summarized above point to the importance of creating incentives for people to pursue the teacher workforce. Over time, initiatives such as A2E can be tuned to remove barriers and build a stable, diverse, and culturally responsive teacher workforce.

Activities that Took Place in the A2E Pilot

A2E pioneered a multifaceted approach to diversifying and developing the teacher workforce that was uniquely²⁵ collaboration driven. In this section, we provide some details on activities that took place within the two main facets of the pilot program: activities at **individual institutions** (IHEs and the Center for Black Educator Development), and activities related to the **A2E Consortium**. Whereas this section focuses on details of A2E grantee activities, the following section presents themes that emerged around highlights and innovations of the pilot.

A2E Activities at Individual Institutions

The seven institutions granted funds to implement A2E programming for high school and/or college students were Arcadia University, Cabrini University, the Center for Black Educator Development, Cheyney University, Drexel University, Temple University, and West Chester University (see Appendix D for a map of IHE locations). A2E partners offered diverse forms of student programming. Much of it was closely aligned with what partners had planned pre-pandemic. Qualitative accounts suggest that over 200 students participated in A2E programming. Examples of programming included:

1. dual enrollment courses for high school students in which they earned college credits
2. summer teaching intern opportunities and pre-apprenticeship programs
3. mentoring supports for high school and college students, including peer mentoring and mentoring by in-service teachers
4. teaching-focused afterschool programming
5. teaching-focused conferences and workshops

While most programming focused on pathways for high school students, some programming targeted preservice students enrolled in universities. Most institutions in close proximity to the School District of Philadelphia opted for dual enrollment programming for high school students. Some IHE grantees were located beyond the Philadelphia city limits, so their programming involved students from some schools in other districts (e.g., Cheltenham and Abington) and/or focused on preservice teachers. Mentorship components were central to much of the student programming offered.

Program leaders identified the majority of all high school students served throughout programming as Black/African American/of African descent.

The Center for Black Educator Development worked with some A2E partners to design and/or deliver supports for preservice teachers and offer professional development. According to one partner, the goal of the work with preservice teachers was to ensure they would receive “quality training so they’re ready and feel supported once they get into the teaching field.”

While A2E partners were able to offer diverse forms of student programming in 2020, it is worth noting that due to COVID-19, discrete elements of some A2E programming did not happen (e.g., campus visits) or were less successful than hoped for or more muted than they might have been had the pilot not occurred during the pandemic. For example, participants discussed challenges they faced in designing and implementing programming for high school students—in particular, dual enrollment programming. Challenges included difficulties forging and maintaining connections with high schools and coordinating logistics with them, particularly during a pandemic. The pandemic also presented the need for institutions to focus resources and attention on supporting high school students' use of technology. Some participants framed mentoring and fieldwork experiences as more challenging to implement (or to implement successfully) in virtual settings that did not involve in-person relationships and interactions. Some programs did not see hoped-for enrollment numbers, and program leaders faced the challenge of having to think creatively about how to engage screen-fatigued students.



A2E Consortium Activities

The A2E Consortium (convened by Temple University) brought together 60 individuals from 25 institutions,²⁶ regularly convening A2E grantees alongside unfunded partners from IHEs, nonprofit organizations, schools/districts, and PDE.

Interviewees indicated that their goals in participating in the A2E Consortium included to:

- collaborate across institutions,
- share expertise, tips, and resources, and avoid duplicating efforts where possible,
- build understandings about what true commitment to inclusivity would like in IHEs, and
- align agendas, goals, and visions across institutions, including school districts.

A2E Consortium members collaborated and shared resources and data on issues related to diversification and development of the teacher workforce. They shared strategies for achieving the goal of increasing the number of Black and Latinx individuals served and supported by their programming. They also worked in small groups to co-create toolkits, which are described in more detail in the following section.

Members of the consortium have continued to meet as a new entity beyond the A2E pilot. In Spring 2021, they took on the name [Pennsylvania Educator Diversity Consortium](#) and published a set of [policy recommendations](#).

Toolkit Subgroups

A2E grantees collaborated with unfunded partners in four toolkit subgroups in 2020. In the toolkit subgroups, Consortium members worked on products intended to be publicly available resources related to diversifying and developing the teacher workforce.

Toolkit topics included: mentoring; recruitment to programs; retention in teaching; and a Culturally Relevant and Sustaining Education framework.

Toolkit subgroups progressed at different rates in 2020, with the Culturally Relevant and Sustaining Education group making the most progress toward a publicly available product. For this toolkit, PDE, A2E partners, and the Region 4 Comprehensive Center created a framework to guide the development and assessment of culturally relevant and sustaining educators. They compiled a document of standards, to be accompanied by a rubric to assess educators, listing nine sets of competencies (e.g., *Promote Asset-based Perspectives about Differences and Communicate in Linguistically and Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, and Families*). The Pennsylvania Educator Diversity Consortium has since made the finalized competencies available on their [website](#), along with toolkits on recruitment and retention.

Educator Diversity Summit

With support from the Region 4 Comprehensive Center, the A2E Consortium hosted an inaugural Educator Diversity Summit in June 2020. Focused on *Educator Diversity in Pennsylvania's Workforce: Recruitment, Retention, and Equity During Challenging Times*, the summit brought together stakeholders from a diverse range of positions and organizations across the state. The summit featured presentations and discussions about culturally relevant and sustaining education and issues of teacher recruitment and retention, as well as words from then-Secretary of Education Pedro A. Rivera about the importance of educator diversity and about A2E as a long-term, organic, grassroots investment in recruiting and supporting educators of color. The Pennsylvania Educator Diversity Consortium went on to host a second virtual summit in 2021, entitled *Reaping What We Sow: Enriching the Soil to Cultivate and Sustain Culturally-Relevant and Sustaining Educators in Pennsylvania*.

Highlights and Innovations from the A2E Pilot

Even as PDE piloted A2E's multifaceted approach during a pandemic, our research identified several highlights and innovations associated with the pilot. Themes that emerged most frequently in our data related to *forging partnerships and collaborating to share resources; drafting new resources; and bolstering attention to existing programming and bringing benefits to students.*

Forging Partnerships and Collaborating to Share Resources

- The collaboration and sharing of resources that occurred through the innovative Consortium model was perceived as one of the major successes of the pilot. Attendees strengthened existing partnerships across institutions, formed new ones, and shared promising practices and resources.
- Consortium meetings demonstrated, in the words of one partner, that “what we’re doing is not isolated” when it comes to work on diversifying and developing the workforce. Another partner explained that collaborating through the Consortium demonstrated “we’re not alone in this” and offered concrete examples of “what other people are trying to do” at their institutions.
- Interviewees valued the opportunity to share learnings and strategies related to:
 - pathways to teaching,
 - recruitment and retention, and
 - culturally relevant and sustaining education.
- Through A2E, Consortium members built local partnerships and engaged in conversations with stakeholders across the state about pathways to teaching. The Consortium served as a place for grantees to connect with representatives from PDE who were supporting the pilot. Grantees also created institutional “home teams” to share learnings from the Consortium and coordinate efforts related to educator diversity within their institutions.
- Consortium meetings also made clear the need for data-informed, collaborative approaches to address systems issues that presented barriers to diversifying and developing the teacher workforce statewide.
- Partners described Consortium meetings as very well-facilitated. In observations of these meetings, we found evidence that they involved broad representation from stakeholders, were well-planned and well-structured, and were characterized by skilled facilitation, productive collaboration, and healthy, trusting dialogue.
- Even though it was held virtually due to COVID-19 precautions, interviewees noted that the Summer 2020 Educator Diversity Summit exceeded expectations and “demonstrated...the interest statewide in this work.” Attendees described the summit as timely, meaningful, and engaging.

Drafting New Resources

- Participants expressed that groups were working toward, in the words of one partner, “robust toolkits that will be made available to all institutions across the state” and would be invaluable resources.
- Several partners framed the development of the Culturally Relevant and Sustaining Education framework, and their institutions’ work to infuse the competencies into their programming, as a vital step toward institutionalizing cultural competency. One partner noted that A2E infused energy and thought into work that their institution had already been doing before A2E (and was continuing post-A2E) to develop a culturally competent workforce.



Bolstering Attention to Existing Programming and Bringing Benefits to Students

- For some partners, A2E helped to bolster attention to their existing programming aimed at diversifying the teacher workforce, and their institutions continued to offer the programming after the A2E pilot concluded. Partners reported that the pilot facilitated institutional and cross-institutional work on recruiting students to programming and supporting and retaining them within it.
- Interviewees reported that some high school students who participated in programming at a particular IHE went on to matriculate at that IHE and/or committed to engaging in more A2E programming. Programming offered by the Center for Black Educator Development at one institution helped to draw new scholars into dual enrollment programming at that institution.
- Partners stated that programming not only facilitated academic success (e.g., for high school students who passed college courses) but also bolstered self-esteem and pride. Self-esteem development and self-advocacy skills came to high school students engaging in critical learning experiences about their cultures and histories. One partner spoke of getting to see “the enlightenment and the growth in high school students” through their programming. Another noted that their cohort of A2E undergraduates felt a sense of pride in being invited to attend and share their perspectives at a teaching-focused conference, explaining that students “felt affirmed that not only are we inviting [them] into the space, but...[attendees] want to know about [them].”
- Institutions strengthened mentoring programs, including by offering training to mentors in cultural competency. In one partner’s model, “some of these mentors are teachers that are teaching at neighboring districts. Some of them are mentors that are working in other educational programs...So it’s really just surrounding [preservice teachers] with the comprehensive mentorship that we feel as though is needed when they transition out into the field.”

Learnings from the A2E Pilot

As PDE considers future support of efforts to develop and diversify the teacher workforce in Pennsylvania, there are several learnings to draw on from the A2E pilot. Below, we present an overview table of elements that may be essential for the design and implementation of future initiatives, to facilitate engagement and success in the early stages of programming. Essential elements are organized by the most relevant stakeholder group(s)—for example, elements for consideration by funders of similar initiatives; by grantees/program implementers; or by both.

In the narrative section that follows Table 1, we present each element followed by findings from the A2E pilot that support the potential need for each element when planning future initiatives.

We conclude this section with a set of future considerations for PDE. These include recommendations from stakeholders around supports, conditions, and policy changes needed within the teacher workforce ecosystem, to support the success of development and diversification initiatives operating within that ecosystem.

Table 1: Essential elements of future initiatives by relevant stakeholder groups

Relevant Stakeholder Groups	Essential Elements for the Design and Implementation of Similar Initiatives
Funders of Similar Initiatives	1. An RFP response timeframe that provides grantees with time to plan programming and partnerships, and includes a clear timeline for the initiative
	2. A clear contracting process and timely distribution of funding to support the implementation of activities and bolster confidence in the initiative
	3. Regular updates to the vision for the initiative to ensure that partner roles and expected outcomes reflect the initiative as implemented
	4. Alignment of resources/funding to expected effort and outcomes from partners, to ensure available capacity and prioritization of the work
	5. A budget for strategic communications—marketing and messaging—and for an infrastructure to share resources/information about pathways and supports for future educators of color
Funders and Grantees/Program Implementers	6. An infrastructure that forges connections across institutions, to leverage the benefits of cross-partner collaboration, facilitate shared learnings, and spark energy
	7. A comprehensive approach that incorporates a wide range of stakeholders, to increase representation and buy-in
	8. Family and community engagement in the initiative
	9. Robust and equitable stipends for students and other ways to incentivize participation
	10. Intensive mentoring for students involved in programming, to support student success and retention
	11. Pathways for paraprofessionals, career changers, and nontraditional students
Grantees/Program Implementers	12. Institutionalization of inclusivity and equity at implementing organizations
	13. Integration of cultural competencies framework within institutions, assessment and reconstruction of curricula, and professional development of faculty/staff
	14. Institutional buy-in and the creation of institutional “home teams”

Essential Elements for Funders of Similar Initiatives

1. An RFP response timeframe that provides grantees with time to plan programming and partnerships, and includes a clear timeline for the initiative

Some partners noted that a tight-turnaround RFP process for A2E did not allow enough time for strategic planning, including planning around ways to partner with other institutions and to secure supplemental funding for programming. Participants called for sufficient time to respond to future RFPs, to thoughtfully plan such elements. In the words of one partner, “you have to work with the districts...several months ahead of time to really pull something off.” What is needed is “really clear timelines, and that are proactive...so we have six months to plan and implement.” In a fall 2020 interview, this partner noted, “I still don’t have a timeline for the spring,” while another expressed concerns that “I don’t even know if there’s going to be a Phase Two [of A2E].”

2. A clear contracting process and timely distribution of funding to support the implementation of activities and bolster confidence in the initiative

When discussing challenges with the pilot, participants most frequently spoke of challenges around A2E funding and the contracting process.

Some institutions experienced challenges due to “the lateness of the contract”—as one partner put it, “we started working on this stuff last fall [fall of 2019], and the contract came through in June [2020].” Some participants reported that they had not received A2E funding at all by the time of our interviews in Fall 2020, so that they had to seek out internal funding to cover costs, and that funding delays persisted for A2E programming into 2021. Partners emphasized that timely delivery of grant funding was necessary to successfully execute programming.

While implementing A2E, partners expressed concerns about the uncertainty surrounding future state funding for the initiative. They noted that collaborative activities around diversifying the workforce take a great deal of advance planning, in part because they involve coordination of logistics across partners (e.g., IHEs and school districts). They reported that the initiative felt at risk without a plan for future funding. One partner stated that they hoped to plan programming for a new cohort of students in 2021, “but the money is gone. So, we’re trying to figure out how we can continue to move forward...”

Partners emphasized that funding would be needed to sustain the collaboration happening across institutions; support the work of IHEs assessing and reconstructing their curricula and developing their faculty; and sustain A2E student programming within and across institutions. They also noted the need for funding to scale the initiative within and beyond Philadelphia.

3. Regular updates to the vision for the initiative to ensure that partner roles and expected outcomes reflect the initiative as implemented

Partners called for an updated vision for the overall pilot—one that would align goals across stakeholders, clarify stakeholder roles, and be tied to a clear timeline and funding plan. The vision would need to be achievable but centered around the ultimate outcomes of bringing more individuals of color into teaching pathways and the teaching workforce, supporting their retention, and developing a culturally competent workforce. The vision would also need to draw on an evidence base to clarify how inputs would lead to outcomes—in the words of one partner, clarifying the “set of activities [that] will yield more teachers”—and would need to lay a blueprint for assessing progress toward those outcomes.

One reason partners called for an updated A2E vision, even as they were implementing pilot programming, was because some inputs did not occur as planned during the first year of the A2E initiative. The COVID-19 pandemic threw numerous curveballs at partners and at PDE, and some expected inputs did not come to fruition such as a signed MOU from the School District of Philadelphia committing resources and talent to the initiative. Participants spoke of a lack of clarity around the School District of Philadelphia's role in the pilot, beyond the role it played in the contracting process.

4. Alignment of resources/funding to expected effort and outcomes from partners, to ensure available capacity and prioritization of the work

Work associated with diversifying and developing the teacher workforce takes significant institutional capacity. It is time-intensive to coordinate partnerships between IHEs, other institutions, and schools. Partners suggested the need for funding to support IHE-based coordinators of such partnerships, because faculty involved in A2E also needed to work on planning programming, collaborating with institutional colleagues, collecting data related to the initiative, securing funding for their efforts, and other activities related to their work on diversifying and developing the teacher workforce. Much of that work was, as one partner described it, “purely voluntary...not part of my regular responsibilities.” Another partner noted that, given so many competing priorities, it was “virtually impossible” to commit adequate time to the initiative in a way that might be sustainable long-term. A non-IHE partner noted that to do this work successfully, “we’ve got to really think about capacity needs to make that happen.”

Support for personnel to coordinate partnerships between IHEs and districts, coupled with clarity around school district roles and commitments, could facilitate strong dual enrollment programming and other elements of teaching pathways.

5. A budget for strategic communications—marketing and messaging—and for an infrastructure to share resources/information about pathways and supports for future educators of color

Participants identified *messaging about A2E opportunities* as an area for growth. As one interviewee put it, “I just wonder how much others know about A2E.” This partner spoke of the need for learnings to be shared statewide about “some of the progress or even some of the challenges or things that we have been developing...this first year.” They noted the need for “marketing or any kind of campaign...to entice others, to get people thinking, to help people also get connected and invested... I hope that moving into another year that we’re able to do some of those types of things a little bit better.” Another partner also framed messaging as a “big challenge” and noted that there may be opportunities to learn from ways in which the Center for Black Educator Development engages with stakeholders through social media and other platforms.

Partners noted that in Pennsylvania, there is not a central location that collates all local or regional opportunities related to diversifying the teacher pipeline—that is, all the pathways available to students across institutions. There was a strong feeling of grassroots ownership of A2E-related work by individual institutions that were developing local strategies to open pathways to students and build partnerships. However, opportunities offered by those institutions were not universally well-publicized, and detailed information about promising strategies being pursued in other places was not easily accessible. Partners varied in whether they thought that an infrastructure to share resources and information about pathways and supports would best be housed at PDE or some other entity.

6. An infrastructure that forges connections across institutions, to leverage the benefits of cross-partner collaboration, facilitate shared learnings, and spark energy

As described above, partners felt that the collaboration that occurred through the Consortium was one of A2E's most successful outcomes. Attendees partnered across institutions to share promising practices, strategies, and resources. Partners described—and we observed in Consortium meetings and the 2020 Educator Diversity Summit—a sense of momentum, energy, excitement, and urgency around A2E work. As one partner described it, collaborating across institutions on issues related to developing and diversifying the workforce

gives everyone even more confidence to say, let's double down and really make it work, because the other schools are doing it too. We have the confidence that we're all in this work together and the support and the resources are just expanded. I think all the boats are being lifted in this rising water. That's a really huge success.

7. A comprehensive approach that incorporates a wide range of stakeholders, to increase representation and buy-in

While the Consortium brought together stakeholders from IHEs, nonprofit organizations, and school districts, partners spoke about additional entities that would ideally be involved in “the conversation” and in the work of diversifying and developing the teacher workforce. Suggestions included the involvement of:

- teachers, school counselors, and principals,
- additional district schools, as well as charter schools,
- IHE admissions departments, enrollment management departments, and high-level administrators,
- community colleges,
- the Pennsylvania Association for College Admission Counseling, and
- Historically Black Greek letter organizations, such as those in the Divine Nine.

As mentioned above, such an initiative requires strong connections between implementing organizations (e.g., IHEs) and school districts. While individual staff members from the School District of Philadelphia attended some Consortium meetings and some IHEs worked with particular district schools, there appeared to be a lack of robust, systems-level collaboration between the district and IHEs. One partner stated that without substantive representation from the district “at the table..., invested in the programs that are coming out of A2E...you're left on your own to build partnerships with principals and advertise to certain people to get into schools.”

8. Family and community engagement in the initiative

Partners also noted the need to engage Black and Latinx students, and members of the communities in which students live, in the initiative. Participants from three institutions spoke about the need for family and community involvement, to support the success of overall programming efforts. One interviewee noted that their institution was learning from the “community focus” of another grantee, while another urged that “community voice is very important. Those community elders, we need them at the table...Community voice

is vitally important to the work that we're doing." A third IHE partner stated that in their dual enrollment programming,

when we recruit a student, we recruit the entire family because that family has entrusted that student to us, so we know mom and dad, we know the situation at home, and when something happens, we're able to respond accordingly.

9. Robust and equitable stipends for students and other ways to incentivize participation in the initiative

Partners spoke of the need to offer students of color robust and equitable stipends to attract them to IHE programming and support their retention. While some institutions subsidized tuition costs for students involved in A2E programming, partners noted the need for additional, robust, sustained funding to support tuition and related costs. One partner, who urged that equitable admissions policies were necessary, expressed concerns about IHEs' abilities to subsidize tuition costs "in the age of COVID, where we probably will be dealing with this financial crisis for a couple of years as this thing is getting straightened out." Concerns arose around the ability of institutions that had offered financial supports to students to sustain those supports. We revisit the need for defrayed costs in the section on considerations for PDE below; however, participants suggested that individual institutions also likely need to commit dollars toward incentivizing and subsidizing participation in their programming.

10. Intensive mentoring for students involved in programming, to support student success and retention

Mentoring was seen as a vital element of A2E programming. Partners suggested that students of all ages needed support from adult mentors to sustain their involvement in programming and spark their interest in teaching. At one IHE, a partner described their program as one in which mentors "could share their personal experiences and challenges and how they overcame those challenges with the student, so that they can see that there is a clear pathway to being an educator." As mentioned above, institutions also offered peer mentoring supports through their programming. Grantees of similar initiatives may want to ensure that they direct significant resources toward mentoring, and that resources also support students in navigating technology—a need that emerged acutely during the COVID-19 pandemic but that may persist beyond it, particularly for high school students in dual enrollment programs who navigate technological requirements in IHE contexts.

11. Pathways for paraprofessionals, career changers, and nontraditional students

Partners spoke of being too early in the A2E pilot to design supports for paraprofessionals, career changers, and "nontraditional" students to become teachers, but of wanting to offer those supports in the future. Such pathways were also part of the original design of A2E.²⁷ In the words of one IHE partner,

the other population that we wanted to focus on is that post-bac population and ... the ways that we also can support them. Some of those individuals that have already been to schools, but they're career changers and now they want those certifications. So, what sorts of comprehensive supports can we provide to that population too?

Another partner reported

I'm thinking about and foreseeing trying to be more strategic about having paraprofessionals be part of our programs, people who have full-time jobs that they can't leave, can't afford to go to school full time—a vast majority of our classes in the undergraduate program meet during the day. So how do we make adjustments to

our course offerings such that we can have a cohort of students who take those courses in the evenings, or on weekends, or modules?

A third partner also mentioned the need to find additional ways to bring larger numbers of male educators of color into the profession, as they are critically underrepresented in the workforce.

Essential Elements for Grantees/Program Implementers

12. Institutionalization of inclusivity and equity at implementing organizations

Partners discussed the need for IHEs to institutionalize environments of inclusivity and support for students of color. One interviewee expressed concerns that the sustainability of efforts to diversify the workforce could be threatened if

we put a lot of work into getting [students of color] in, but we're bringing them into spaces where our faculty, they're making microaggressions; when [students are] going to other classes, they're not seeing that full representation; they're not getting that comprehensive support...

Partners noted that the work of improving institutional climates and curricula takes time and capacity, and that such work would be facilitated by targeted funding. They also indicated that it takes will and commitment at the institutional level—for example, willingness to reconstruct curricula (see below) and commitment to bringing more individuals of color into pathways and supporting those individuals, including financially.

13. Integration of cultural competencies framework within institutions, assessment and reconstruction of curricula, and professional development of faculty/staff

Partners noted the need for their institutions to assess and reconstruct their curricula and professionally develop faculty and staff. During the A2E pilot, work to reexamine curricula and strengthen the cultural competency of faculty was underway at many institutions, including through the integration of the Culturally Relevant and Sustaining Education framework. However, partners indicated that there was a great deal more work to be done,^d including to integrate the framework.

IHE participants described a need for faculty to reflect the competencies in their own practices and for the Culturally Relevant and Sustaining Education framework to be widely taken up within and across institutions. One partner described their institutional efforts in that direction:

We are working on building [the competencies] into not just [the] Education [department]...but to try to see how we can build that into our other disciplines, especially in terms of the expectations for our faculty. We have been...looking at those components for the Education piece, and...slowly introducing the various competencies to our general faculty body.

Another interviewee described work that was taking place with faculty to ensure they “understand those competencies, employ them themselves, support students to be able to enact them, embody them,” while a third noted that when it came to the Culturally Relevant and Sustaining Education framework, “we are trying to make it a standard practice.”

^d Participants noted there were significant deficits when it came to the levels of cultural competency among faculty and within curricula, and that at some IHEs, students were graduating unprepared to teach in Philadelphia schools: see Jordan, Kuriloff, et al., *Teacher Preparation and Quality*

14. Institutional buy-in and the creation of institutional “home teams”

In 2020, heightened attention to structural racism added to the call to diversify the teacher workforce and develop culturally competent educators. One participant spoke of the “synchronicity” and “merging” of A2E work with the pressures on university administrators to address “all of the issues from Black Lives Matters to the racism inherent in the curriculum.” This participant and another cast *institutional buy-in* at their IHEs as a success of the pilot they were seeing thus far. As one stated, “having the buy-in with the President, with the President’s Cabinet, with our leadership team, is huge.” As institutional support and commitment are likely vital to the success of such an initiative, future research should focus attention on those elements throughout implementation.

As mentioned above, Consortium members were tasked with forming institutional home teams to spread the word and the work of A2E within their institutions. The rationale was that with a home team structure, the work

wasn’t just [held by] the two people who were showing up to monthly meetings, but that there was a team like ours back within every institutional organization, that is attending to the conversations that are happening in monthly Consortium groups, and then really thinking about what work needs to be done within the organizational institution, to support the work.

Given the capacity issues described in an earlier section, grantees may need to think about how to build widespread institutional participation into proposals for any similar initiative.

Future Considerations for PDE

Participants identified supports, conditions, and policy changes that would be necessary to work toward success, sustainability, and scaling of A2E and toward achieving the broader goals of A2E diversifying and developing the teacher workforce. These included:

Policy changes beyond A2E that will persist across changes in state leadership; institutionalization of specific supports and opportunities

Participants underscored the need for systemic changes not tied to a particular state administration, to sustain traction in work toward those goals. In the words of one partner, there is a need for

resources at PDE that, even if the leadership of the Department changes and the priorities change, the support for this work is not seen as an add-on or something separate, but it’s built into an operating budget or capacity as it relates to...what does teaching and learning look like in the Commonwealth, and how are hiring institutions supported to do that, what resources [are] dedicated to school districts from the state around dual enrollment, pathways programs...[To] institutionalize some of the things that we want to do within policy, and within guidelines [at] PDE.

Another participant agreed about the need for “policy shifts” and described that A2E should be “nested into a wider system that the state is thinking about...part of a larger ecosystem of policy and practice.” Partners expressed fears that without substantive policy changes, A2E and its larger goals might be discarded with the next change in governor. A2E partners noted that, given the current administration’s commitment to dismantling systemic racism, policy changes and accompanying supports might be uniquely achievable in 2021.²⁸

Partners underscored the need for strategic leadership from the state to open up resources and opportunities across the Commonwealth. To institutionalize supports for diversifying and developing the teacher workforce, participants suggested that PDE may need to:

- develop strategies to further **value and professionalize teaching**, to attract potential teachers to the profession through long-term investments in the pipeline,
- **subsidize teacher preparation costs**, from tuition to associated costs including time and travel for student teaching; fees for clearances; and books,
- **better resource school districts**, to help incentivize teaching commitments and to create inclusive environments in schools across the state,
- **offer additional pathways into teaching**, including for nontraditional students,
- **rethink certification testing and the metrics used to determine readiness to teach**, as state tests pose a significant barrier for potential teachers,
- **publicize detailed data on demographics of pre- and in-service teachers** (many of the specific data needs we heard about in interviews are echoed in the Pennsylvania Educator Diversity Consortium’s 2021-22 [Policy Recommendations](#) report), and
- deepen engagement in the work of diversifying the workforce statewide by developing a **clear vision, goals, and benchmarks for progress** accompanied by specific strategies to achieve those diversification goals.

Integration of Culturally Relevant and Sustaining Education framework into Chapter 49 regulations

Finally, some partners spoke of the need to integrate the Culturally Relevant and Sustaining Education framework into Chapter 49 regulations, to make it part of the teacher certification process and institutionalize cultural competency among teachers. Partners also noted that an office within PDE could facilitate professional learning and technical assistance opportunities related to cultural competency in education.

Conclusion

Our analysis of data from the 2020 Philadelphia pilot of Pennsylvania's A2E initiative found evidence of highlights and innovations, even as the multifaceted approach was launched during a pandemic. Partners implemented programming for students that exposed them to the teaching profession and collaborated across institutions on work related to the diversification and development of the teacher workforce. They drafted toolkits, including a framework detailing Culturally Relevant and Sustaining Education competencies.

As PDE considers designing similar grant opportunities in the future and working toward a diverse and culturally competent workforce statewide, it can draw on the learnings from the A2E pilot compiled in this report. Design elements that may be essential for similar initiatives include clear processes around RFPs, contracts, and the distribution of funding, as well as a clear overall vision for which partners have capacity to build strong relationships and share resources across organizations that touch the teacher pipeline. Grantees may want to pursue a collaboration-driven approach involving a wide range of stakeholders, and to offer robust supports for students (including financial supports) and multiple pathways for individuals entering the pipeline in nontraditional ways. Finally, interviewees also identified a need for partners to receive support to market such an initiative, for an infrastructure to disseminate information about pipeline opportunities statewide, and for PDE to institutionalize lasting policy changes to support the development and diversification of the teacher workforce.

Acknowledgements

RFA would like to thank the individuals who participated in observations and gave generously of their time in interviews for this evaluation.



Appendix A

RFA's A2E Evaluation Research Questions

RQ1. What revisions to the A2E Logic Model do partners propose? What updates might be needed, in order to accurately reflect reasonable expectations of inputs, implementation indicators, outputs, and outcomes for A2E overall and for each major stakeholder group? What updates to the TOC/framework graphic might be needed?

RQ2. How are current global and national conditions—from the COVID-19 pandemic to renewed attention to racial inequities—influencing implementation, outputs, and outcomes?

RQ3. What implementation successes and challenges are individual A2E partners, and the consortium as a whole, experiencing?

- a. What factors are affecting implementation success?
- b. What potential solutions to barriers are identified by stakeholders?

RQ4. What outputs, early outcomes, and longer-term outcomes is the initiative producing? To what extent do these align with goals articulated in the A2E Logic Model?

- a. What factors help to contextualize outputs, early outcomes, and longer-term outcomes?
- b. How are institutions implementing the Culturally Relevant and Sustaining Education framework?

RQ5. What lessons related to sustainability and scaling can be drawn from Philadelphia's A2E pilot site?

- a. What conditions might be necessary (within and beyond Philadelphia) for successful sustainability and scaling?
- b. What lessons about virtual implementation can be drawn from the Philadelphia pilot?

RQ6. To what degree are the conditions necessary for successful sustainability and scaling in place (within and beyond Philadelphia)? Where do barriers exist, and what potential solutions to barriers are identified by stakeholders?

RQ7. To what extent is A2E is being sustained and scaled?

RQ8. What policy changes, fiscal support, and broad engagement have been enacted to support efforts to sustain and scale?

Appendix B

Methodology

RFA's two-year evaluation was originally designed as a mixed-methods project involving both qualitative and quantitative data. For the compressed evaluation that occurred, RFA collected qualitative data from interviews and observations, analyzed relevant program documents, and conducted media and literature scans.

Interviews

Protocol development and data collection: RFA developed protocols for Fall 2020^e interviews to collect data from A2E partners related to:

- A2E program status,
- implementation successes and challenges,
- supports needed, and
- revisions to the A2E logic model that might be needed.

Interview protocols were aligned to a select set of the evaluation's research questions and were informed by early conversations with partners and PDE in Fall 2020. Revisions were made to protocols based on review by the evaluation team and other RFA staff, including RFA's Director of Qualitative Research. Protocols were drafted, and interviews were conducted, in English. Interview protocols are provided at the end of this appendix.

During Summer 2021,^f RFA also conducted a brief round of field leader interviews to ask A2E partners about their retrospective reflections on A2E and their understandings of pressing needs within the field of efforts to develop and diversify the teacher workforce.

For all interviews, RFA recruited participants through direct emails to potential interviewees. RFA conducted outreach to individuals at all grantee organizations as well as the School District of Philadelphia and PDE. Interviewees were the "point people" for A2E at their institutions and served in roles including *faculty member at an IHE; Center for Black Educator Development staff; school district staff; and representative of PDE.*

RFA conducted a total of 11 interviews (nine in Fall 2020; two in Summer 2021) and interviewed a total of 11 individuals. One interview in Fall 2020 involved multiple participants, while two interviews in Summer 2021 were conducted with interviewees who had participated in interviews in Fall 2020.

Once data collection began, two to three RFA interviewers conducted each virtual interview. One interviewer asked questions while the other took notes (and asked occasional follow-up questions when necessary).

At the start of interviews, interviewers provided an overview of the goals of the evaluation and of the interview and reviewed informed consent language with participants, giving them an opportunity to ask any consent-related questions they had. Interviewers asked for participants' verbal consent to participate in interviews (RFA's independent Institutional Review Board (IRB), Solutions IRB, approved a waiver of documentation of consent for interviews in this evaluation.) Interviewers also asked for permission to audio-record interviews, in order to obtain transcripts. In all cases, interviewees consented to audio recording.

^e Interviews conducted in November and December 2020

^f Interviews conducted in July 2021

Transcription and Uploading to Dedoose: Audio files from interviews were assigned de-identified titles and sent to a third party for transcription (Rev.com). The research team downloaded transcripts and cleaned them. The team uploaded transcripts into Dedoose (qualitative software) for coding, attaching descriptors to each transcript to allow for disaggregation of themes by categories such as institutional type.

Coding in Dedoose: The evaluation team developed a list of codes to apply to transcripts, aligned to research questions. The team refined codes while performing tests of inter-rater reliability, ensuring that team members understood and agreed with the schema and were coding reliably. The team coded all Fall 2020 transcripts in Dedoose and exported the coded data to Word for analysis.

Analysis: The team authored analytic memos for codes applied to interview data. The team took a “quasi-statistics” (Becker, 1970; Maxwell, 2013) approach to its thematic analysis, examining the frequency with which respondents spoke to a particular theme, as “any claim that a particular phenomenon is typical, rare, or prevalent in the setting or population studied, or that some behaviors or themes were more common than others, is an inherently quantitative claim, and requires some quantitative support.”^g Memos offered a presentation of strong findings within thematic areas but also addressed variations, contradictions, and nuances in data. Memos underwent RFA’s internal quality assurance process, including feedback from the Director of Qualitative Research. Findings from manual coding of program documents such as meeting minutes and materials were integrated into the analytic memos based on data coded in Dedoose.

Observations

Protocol development and data collection: The evaluation team developed a rubric to track and score data collected in observations of Consortium meetings. The rubric drew on existing resources related to assessing collaborative meetings and strengthening partnerships.^h Observers took detailed, low-inference running notes during Consortium meetings.

Analysis: Observers used running notes to provide anecdotal evidence and decide on scores within the following rubric domains: *representation* (e.g., organizations within the partnership represented at the meeting); *meeting structure*; *meeting facilitation*; *adherence to agenda*; *participation in group dialogue*; *tenor of dialogue*; *collaboration and consensus strategies*; and *availability of and engagement with meeting resources/tools*. When all observations were completed, the evaluation team analyzed results across domains to produce cross-observation findings within each domain.

Media and Literature Scans

Evaluation team members conducted a scan of literature related to developing and diversifying the teacher workforce, including by reviewing compilations of related literature and scanning empirical, peer-reviewed studies. To conduct a media scan, RFA regularly monitored media (through the use of Google alerts and routine scans of particular websites) across a six-month period. For this report, the six months of media tracked were analyzed to assess the frequency with which issues related to teacher diversification appeared and significant themes that arose.

^g Joseph A. Maxwell, *Qualitative Research Design: An Interactive Approach*, 3rd Edition (Washington DC, Sage, 2013). 127.

^h “Team - Collaboration Assessment Rubric (TCAR)” Woodland, R. (accepted for publication). Strengthening organizational collaboration through evaluation: What evaluators need to know and can do. Forthcoming special issue of Evaluation and Program Planning. Accessed October 16, 2020; “Collaborative Communities Toolkit,” 2018, <https://www.fda.gov/media/116467/download>, Accessed October 15, 2020; “Working Better Together: A Continuum Rubric For Self-Assessing & Strengthening Partnerships,” 2018, <http://www.ccsso.org/sites/default/files/2018-02/Working%20Better%20Together.pdf>, Accessed October 15, 2020.

Interview Protocols

FALL 2020 A2E GRANTEE INTERVIEW PROTOCOL

Interviewee and Organization's Role in A2E

1. Please tell me about your role in the A2E initiative.
2. What do you see as the goals of A2E at your organization/university?
 - a. Were there similar efforts at your institution before A2E?
3. Please tell me about the A2E activities taking place at your organization/university to date.
4. To what extent do your A2E activities match the ones proposed in your Scope of Work with PDE?
5. Please tell me about student participation/enrollment in your A2E programming. How many students are currently involved?
 - a. How were students recruited to [ask about all relevant activities/programs]?
 - b. Please describe what your outreach to students has looked like.
 - c. Do you know anything about how the students who are participating/enrolled identify, in terms of their race and ethnicity? If so, what can you tell me about that?
 - d. Can you tell me anything about what you think students' experiences in A2E programming have been like so far?
 - i. *Probe:* successes; barriers to success/challenges; supports needed to overcome barriers

Successes and Challenges with Implementation/Outputs/Outcomes

6. What successes have you seen with the A2E initiative so far?
 - a. What has helped you achieve those successes?
7. What, if any, challenges have you encountered in carrying out your Scope of Work?
 - a. What are some of the reasons for those challenges?
 - b. What do you think you—and the A2E initiative as a whole—might *need* in order to overcome those challenges?

Specifics of Toolkits/Culturally Relevant and Sustaining Education Framework/Consortium Work

8. Please tell me about how your Toolkit work is going.
9. Does your organization have a definition/shared understanding of Culturally Relevant/Responsive Education/Teaching?
 - a. If so, what is it?
10. Is your organization/university engaging with the Culturally Relevant and Sustaining Education framework produced by one of the A2E toolkit groups? If so, how?
 - a. *Probe, if relevant & if time:* Who at your organization/university is aware of the framework, and how are they using it?
11. Is there anything you would like to share about your experiences in the A2E Consortium?
 - a. Are there entities you wish were involved that are not? Why do you think their involvement would be important?
 - b. Are there entities you wish were involved in the A2E *initiative* that are not? Why do you think their involvement would be important?



Logic Model

Thank you so much for sharing all of that. I'm going to shift now to asking some questions about the A2E logic model that are relevant to your organization/university's work.

12. Let's look at the inputs column. What are your initial reactions to it? Are there any updates you think this might need, in order to accurately reflect reasonable expectations of inputs, for your organization/university?
13. [Same question for implementation indicators]
14. [Same question for outputs column]
15. [Same question for outcomes column]
16. Anything else you see that you think might need to change?

Closing

17. Is there anything else you think we should know, as we try to gain an understanding of successes and challenges related to the A2E initiative so far?

FALL 2020 SDP INTERVIEW PROTOCOL

Interviewee and Organization's Role in A2E; Successes and Challenges with Implementation/Outputs/Outcomes

1. Please briefly tell us about your role in the A2E initiative.
2. Please tell us about the A2E activities that SDP has been engaged in, to date.
 - a. *Probe to understand:*
 - i. *how SDP students are involved in A2E activities*
 1. *with time: any info. they can share on what student enrollment/racial-ethnic demographics are like*
 - ii. *how SDP is partnering with any IHEs*
 - iii. *SDP's role in A2E funding*
3. Does the district have a Scope of Work with PDE, as well as MOUs that formalize the activities it is involved in? (*see logic model below*)
4. What do you see as the goals of A2E for SDP?
5. What successes have you seen with the A2E initiative so far?
 - a. What are the direct benefits, so far, to SDP?
 - b. What are future benefits to SDP you are hoping for?
6. What, if any, challenges have you met with in working on A2E?
 - a. What are some of the reasons for those challenges?
 - b. *If time:* What do you think you—and the A2E initiative as a whole—might *need* in order to overcome those challenges?



Specifics of Toolkits/Culturally Relevant and Sustaining Education Framework/Consortium Work

7. Does SDP have a definition/shared understanding of Culturally Relevant/Responsive Education/Teaching?
 - a. If so, what is it?
 - b. Is SDP engaging with the Culturally Relevant and Sustaining Education framework produced by one of the A2E toolkit groups? If so, how?
8. Is there anything you would like to share about your experiences in the A2E *Consortium*?
9. *If time*: Are any of you involved in Toolkit work? If so, how is it going?
 - a. *Probe, if time*: successes
 - b. *Probe, if time*: challenges

Logic Model

Thank you so much for sharing all of that. I'm going to shift now to asking some questions about the A2E logic model that are relevant to SDP's work.

10. Let's look at the inputs column. What are your initial reactions to it? Are there any updates you think this might need, in order to accurately reflect reasonable expectations of inputs, for districts?
11. [Same question for implementation indicators]
12. [Same question for outputs column]
13. [Same question for outcomes column]

Anything else you see that you think might need to change?

Closing

14. Is there anything else you think we should know, as we try to gain an understanding of successes and challenges related to the A2E initiative so far?

FALL 2020 PDE INTERVIEW PROTOCOL

Successes, Goals, Roles, Challenges

1. We want to start by asking what successes A2E has had so far, from your perspective.
2. At *this* point in the initiative, what do you see as PDE's goals for A2E?
 - a. Has your role for PDE on A2E changed at all, with the change in Secretaries of Education? (If not clear, probe for what role currently involves).
 - i. Are there any other new point people at PDE for A2E? Who? What are their roles?
 - b. Has PDE been able to accomplish its partner-related support objectives for A2E, as specified in the logic model/call for proposals?
3. What have been the challenges associated with A2E so far?
 - a. Can you talk to us about the decision to funnel the first round of grants through SDP? Why was that decision made?
 - b. Are there any supports you need going forward, to make the A2E initiative successful?
4. What supports do you think A2E partners need going forward?
5. What do you hope to be the future of this initiative?



Culturally Relevant and Sustaining Education Framework/Consortium Work & Chapter 49

6. Can you tell us about the current plan for dissemination of final toolkit products?
7. We understand there is a desire to potentially incorporate competencies from the Culturally Relevant and Sustaining Education Framework into updated Chapter 49 regulations. Do you have any updates on progress in that direction?
 - a. Are there particular competencies that you think will be more difficult to enact than others? Any that you foresee receiving pushback or hesitancy?
 - b. Of the competencies, which ones do you think are likely to be implemented more readily?
8. Is there anything else you think we should know, as we try to gain an understanding of successes, challenges, and outcomes related to the Aspiring to Educate initiative so far?

SUMMER 2021 FIELD LEADERS INTERVIEW PROTOCOL

Organization's Role in A2E and Current Status

1. Please tell us briefly the current status of what you consider your A2E project within your organization.
 - a. Since the completion of the A2E Philadelphia pilot, does your initial program exist? Why or why not?
2. Are there any innovations that came from your A2E work: things that are being done differently at your organization as a result of being part of A2E?
3. Are there any other retrospective thoughts you would like to share about A2E?
 - a. E.g., on the components of the model—Consortium, work groups, institution-specific work?
 - b. What lessons would you share with PDE after your A2E experience?

What's Next?

4. What are some of the things most needed by institutions like yours, to help them contribute to diversifying the local teacher pipeline? Where do resources and efforts most need to be directed right now?
 - a. Financially? Politically? In terms of networking? In terms of data and research—what data would you want to have to know if efforts are working to move the needle?
 - b. If funding wasn't an issue, what other visions/goals/programs could you see your organization doing to diversify the teacher pipeline?

Pennsylvania Department of Education

5. (If not addressed above) From your perspective and experience, what barriers still exist to diversifying the teaching field in Pennsylvania?
 - a. How can PDE play a role in removing these barriers? What can PDE do or provide in order to help get more teachers of color into Pennsylvania schools?
 - b. How can PDE better improve their data collection around teacher diversity?
6. The PEDC has pitched the idea for PDE to have an Office of Diversity, Equity, and Inclusion. How would you vision this office operating? How would it contribute to diversifying the teaching field?
7. How do you foresee the Culturally Relevant and Sustaining Education Competencies (CR-SE) being used in Pennsylvania schools?
 - a. How can PDE further support the CR-SE Competencies?

Closing

8. Is there anything else you would like to share concerning A2E or what's next for the field?



Appendix C

Timeline of the A2E Pilot and Evaluation

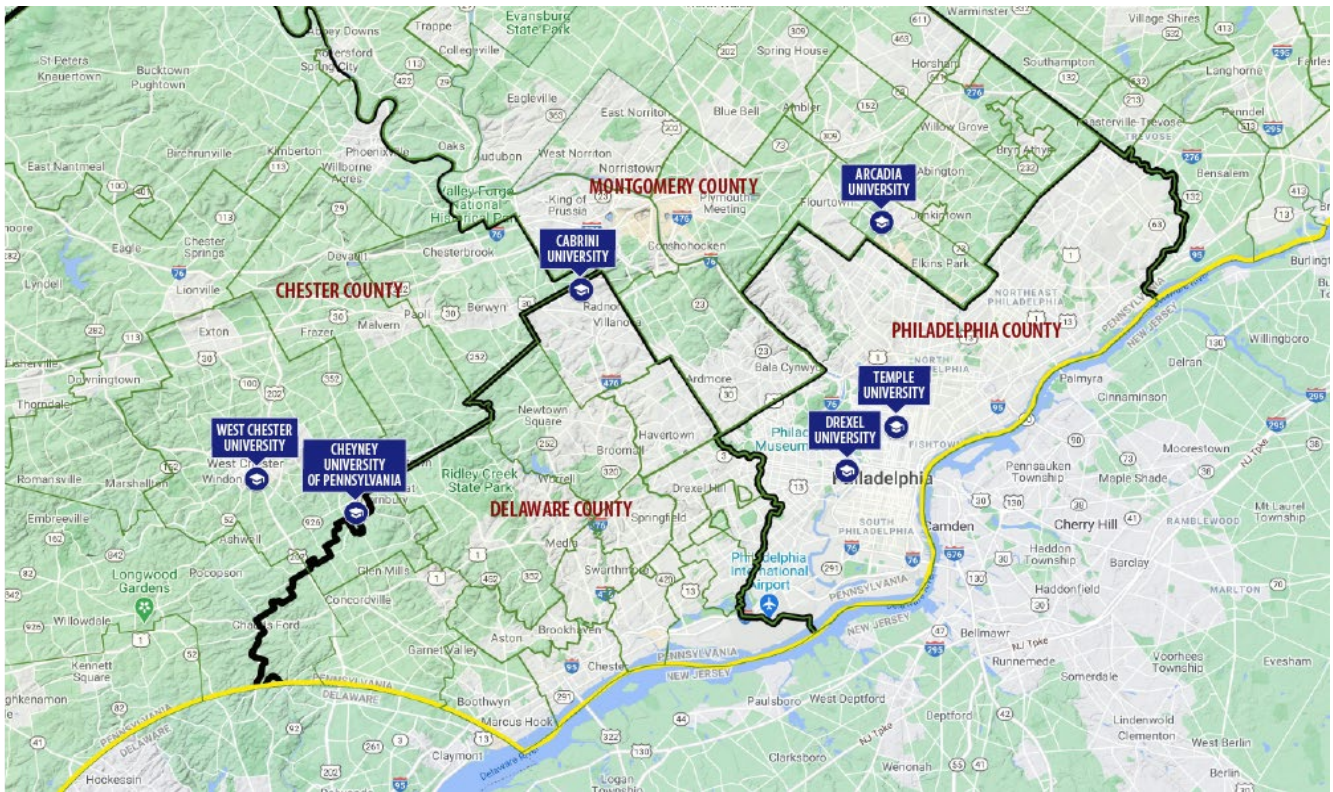
In Box C1, we provide an overview of some key points in the timeline of the A2E pilot and evaluation.

Box C1: Timeline of the A2E pilot and evaluation

- **Dec. 2019:** PDE announced seven [grantees](#) for the Philadelphia pilot of A2E and award amounts totaling \$490K. Grantees were six Institutions of Higher Education (IHEs) and the Center for Black Educator Development.
- **Early 2020:** Partners began implementing some A2E pilot activities, though the contracting process for grants would not start until Summer 2020.
- **March 2020:** The COVID-19 pandemic began impacting Pennsylvania.
- **April 2020:** RFA submitted a proposal for a two-year evaluation of the Philadelphia A2E pilot (originally conceived of as a multiyear pilot) to the William Penn Foundation. The original timeframe for the evaluation was July 2020-June 2022.
- **Summer 2020:** The contracting process for A2E grantees began. The end date of the grant period for the grant amounts announced in 2019 was extended. Partners anticipated an RFP process for a second round of funding, for a grant period beginning in 2021.
- **August 2020:** RFA's evaluation of the Philadelphia pilot of A2E launched.
- **Fall 2020 – Winter 2021:** RFA collected and analyzed data from:
 - interviews with individuals from all A2E grantee institutions, PDE, and the School District of Philadelphia,
 - observations of A2E Consortium meetings,
 - A2E documents (e.g., meeting minutes; toolkits materials; Summer 2020 Educator Diversity Summit materials), and
 - a literature scan and scan of six months of relevant media.
- **March 2021:** RFA sent a formative feedback memo to PDE and A2E grantees.
- **March 2021:** PDE requested that RFA compress its A2E evaluation by late Summer 2021.
- **April – July 2021:** RFA completed data collection (including additional partner interviews) and analysis for this final report on the A2E pilot.

Appendix D

Locations of the Six IHE Grantees, Layered on School District and County Boundaries



Note: Green lines denote school district lines

Source: Google Maps

Endnotes

- 1 “Aspiring to Educate – Program Goals,” PDE, <https://www.education.pa.gov/Postsecondary-Adult/Pages/AEProgramGoals.aspx>
- 2 “Education Department’s Aspiring To Educate Initiative Awards \$490,000 To Increase Teacher Diversity,” PDE, December 20, 2019, <https://www.media.pa.gov/Pages/Education-Details.aspx?newsid=757>
- 3 Alison Stohr, Jason Fontana, and David Lapp, *Patching the Leaky Pipeline: Recruiting and Retaining Teachers of Color in Pennsylvania* (Philadelphia, PA: Research for Action, 2018), <https://www.researchforaction.org/publications/patching-the-leaky-pipeline/>, finding the teacher student disproportionality rate (the share of students of color compared to the share of teachers of color) to be among the most disparate in the country; Anna Shaw-Amoah, David Lapp, and Dae Kim, *Teacher Diversity in Pennsylvania from 2013-14 to 2019-20*, (Philadelphia, PA: Research for Action, 2020), <https://www.researchforaction.org/publications/teacher-diversity-in-pennsylvania-from-2013-14-to-2019-20/>; and “Pennsylvania Report Card,” Is Your State Prioritizing Teacher Diversity & Equity?” The Education Trust, 2020, <https://edtrust.org/educator-diversity/#PA>.
- 4 Across Pennsylvania, student demographics continue to increasingly diversify, with a growing number of districts becoming less white, and more Brown and Black. Yet, according to state education data, more than half of all schools and nearly 40 percent of the state’s 501 school districts employ only white teachers. Anna Shaw-Amoah, David Lapp, and Dae Kim, *Teacher Diversity in Pennsylvania from 2013-14 to 2019-20* (Philadelphia, PA, Research for Action, 2020), <https://www.researchforaction.org/publications/teacher-diversity-in-pennsylvania-from-2013-14-to-2019-20/>
- 5 Anna Shaw-Amoah, David Lapp, and Dae Kim, *Teacher Diversity in Pennsylvania from 2013-14 to 2019-20*, (Philadelphia, PA: Research for Action, 2020), <https://www.researchforaction.org/publications/teacher-diversity-in-pennsylvania-from-2013-14-to-2019-20/>
- 6 See Dale Mezzacappa, “No easy solutions to the problem of fewer black teachers and less diversity on Philly school staffs,” *Chalkbeat*, December 26, 2018, <https://philadelphia.chalkbeat.org/2018/12/26/22186318/fewer-black-teachers-disappearing-diversity-among-philadelphia-school-staffs-has-no-easy-solutions>.
- 7 Anna Shaw-Amoah, David Lapp, and Dae Kim, *Teacher Diversity in Pennsylvania from 2013-14 to 2019-20*, (Philadelphia, PA: Research for Action, 2020), <https://www.researchforaction.org/publications/teacher-diversity-in-pennsylvania-from-2013-14-to-2019-20/>
- 8 See “FAQ: Allegheny County Teacher Demographics,” Research for Action, 2021, <https://www.researchforaction.org/allegheny-county-teachers-of-color/>.
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24 As documented in a recent FAQ on teacher diversity in Allegheny County, RFA identified several active Grow Your Own and Teacher Residency partnerships between the county’s public schools and universities, which all aim to increase teacher diversity. “FAQ: Allegheny County Teacher Demographics,” Research for Action, 2021, <https://www.researchforaction.org/allegheny-county-teachers-of-color>

25 See other efforts described in Desiree Carver-Thomas, *Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color* (Palo Alto, CA: Learning Policy Institute, 2018), <https://learningpolicyinstitute.org/product/diversifying-teaching-profession>

26 A2E Consortium Letter to Governor Wolf, Secretary Ortega, January 2021

27 See “Aspiring to Educate – Program Structure,” PDE, <https://www.education.pa.gov/Postsecondary-Adult/Pages/AEProgramStructure.aspx>

28 A2E Consortium Letter to Governor Wolf, Secretary Ortega, January 2021

