

Enrollment in Pennsylvania Educator Preparation Programs by Race/Ethnicity (2009 to 2021)

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Introduction

With growing evidence that [educators of color have positive benefits](#) for [both students of color and white students](#), there is increasing demand for hiring educators of color. Numerous reports have shown that most teachers in Pennsylvania are not teachers of color. For example, [Research for Action](#) has released several reports on this topic. They found that, from 2013-14 to 2022-23:

- The percentage of Pennsylvania teachers who were teachers of color increased from 5.4% to 6.6%.
- The gap between the percentage of students of color and percentage of teachers of color increased from 25 percentage points in 2013-14 to almost 32 percentage points in 2022-23.
- About 46% of schools employed no teachers of color.

This brief from the Pennsylvania Educator Diversity Consortium (PEDC) and the Penn State Center for Evaluation and Education Policy Analysis (CEEPA) the racial/ethnic diversity of students enrolled in Pennsylvania educator preparation programs (EPPs) from 2009 to 2021. The data are from the [United States Department of Education's \(USDoE's\) Title II data collection](#). Unfortunately, data from the 2021 academic year is the most recent data available. The reader should also note that this data is self-reported by program personnel and there is no validation of the data.

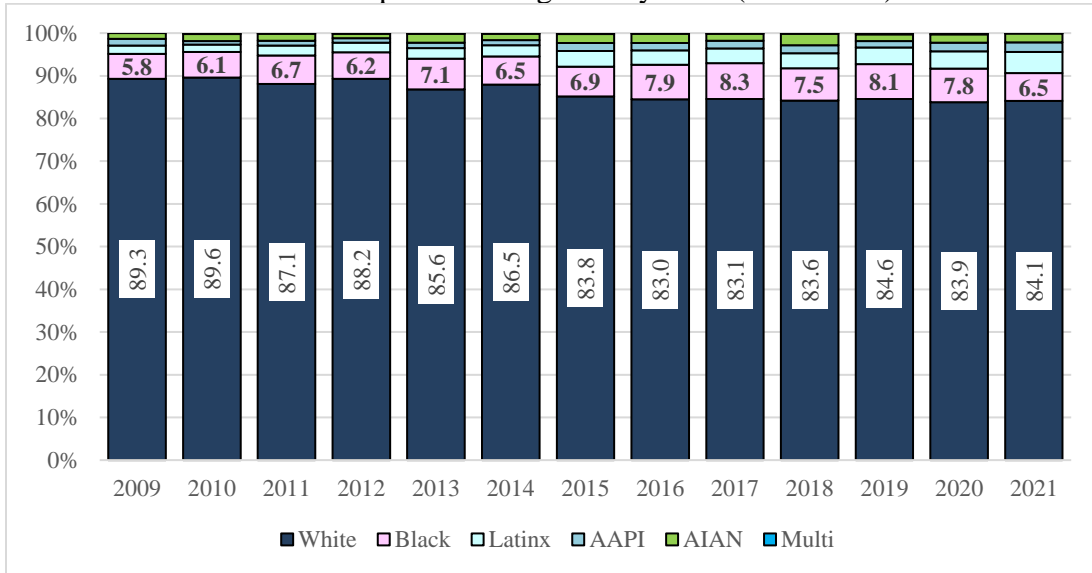
I begin this report by reviewing the racial/ethnic demographics Educator Preparation Program (EPP) students in Pennsylvania from 2009 to 2021. I then examine the number of white students and students of color enrolled in EPPs from 2009 to 2021. Subsequently I examine the results for individual EPPs across the Commonwealth. Followed by data for the six PEDC regions. The final sections of the paper are my conclusions and policy recommendations.

Student Enrollment in Pennsylvania Educator Preparation Programs by Race and Ethnicity from 2009 to 2021

As shown in Figure 1, across all 13 years of data, most students enrolled in Pennsylvania educator preparation programs (EPPs) were white. The percentage of EPP students who are white has, however, slowly declined over time. Specifically, in 2009, the percentage of EPP students who were white was 89.3%. In 2021, the percentage of EPP students who were white had declined to 85.1%. Thus, students enrolled in EPPs became more racially/ethnically diverse—from about 11% students of color to around 15% students of

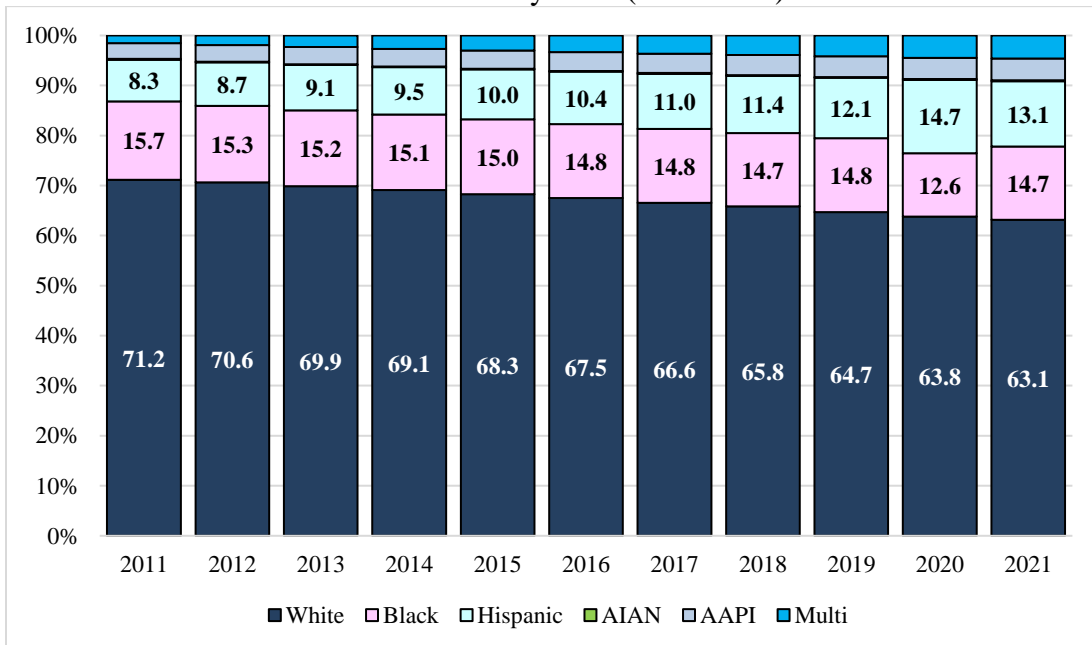
color. Thus, while some progress has been made in increasing the diversity of EPP enrollees, the rate of progress is far too slow with respect to the changing racial/ethnic diversity of the student population in PA.

Figure 1: Percentage of Individuals Enrolled in Pennsylvania Educator Preparation Programs by Race (2009-2021)



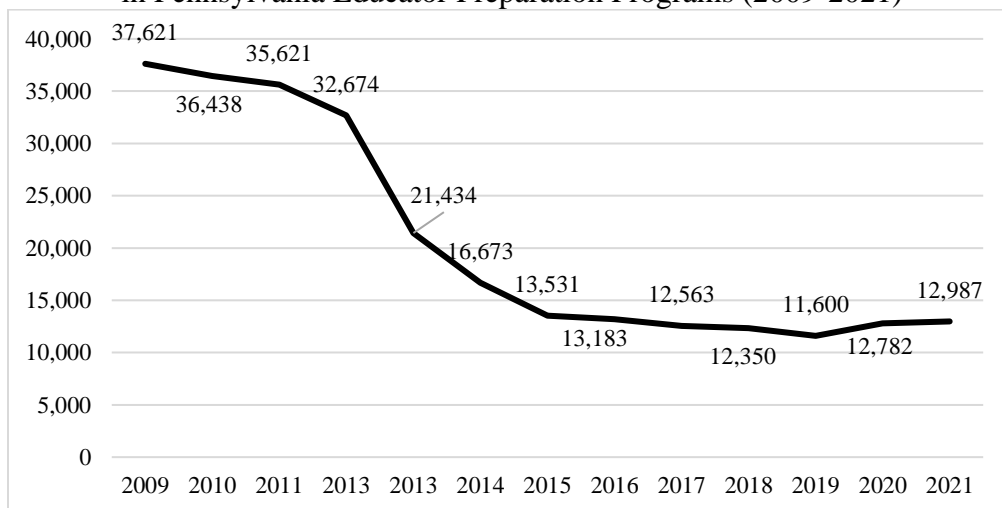
In fact, as shown in Figure 2, the percentage of K-12 students in Pennsylvania who are white has declined consistently over the same time. Using data from the [National Center for Education Statistics](#), I found that, in 2011, 71.2% of K-12 students were white while only 63.1% of K-12 students were white in 2021. The corresponding percentages of white students in Pennsylvania EPPs were 87.1% in 2011 and 85.1% in 2021. Thus, there was about an 8-percentage point decline for students and only a 2-percentage point decline for teachers. Thus, the racial/ethnic disparity between EPP students and K-12 students as measured by the percentage of white teachers minus the percentage of EPP grew from about 16 percentage points in 2011 to 21 percentage points in 2021.

Figure 2: Percentage of Pennsylvania Public School K-12 Students by Race (2011-2021)



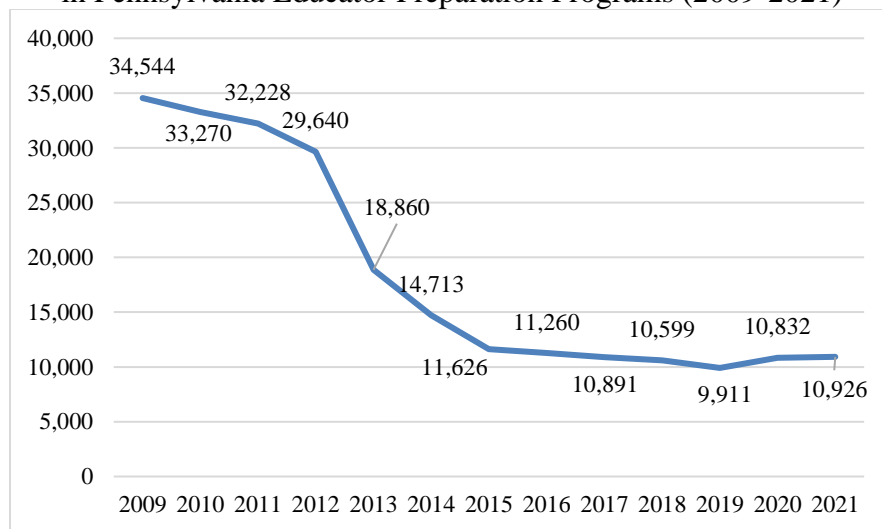
As noted by Fuller (2023), the [number of individuals obtaining teacher certification in Pennsylvania has plummeted by about 67% from 2010 to 2022](#). Thus, not surprisingly, Figure 3 shows a similar decline of about 65% in the number of students enrolled in Pennsylvania EPPs. Numerically, this was a decline of 24,634 students over the 13 years.

Figure 3: Number of Students Enrolled in Pennsylvania Educator Preparation Programs (2009-2021)



There was a slightly steeper decline in the number of white EPP students from 2009 to 2021 as shown in Figure 4. Specifically, the number of white EPP students declined by 68%. This was a numerical decline of 23,618 which was more than twice the number of all students enrolled in Pennsylvania EPPs in 2021.

Figure 4: Number of White Students in Pennsylvania Educator Preparation Programs (2009-2021)



The number of students of color also declined from 2009 to 2021 as shown in Figures 5 and 6. Figure 5 shows that the number of Black EPP students declined from 1,746 in 2009 to just 685 in 2019, then rebounded to 837 in 2021. Thus, the number of Black EPP students in 2021 was less than one-half of the number of Black EPP students in 2009. The number of Hispanic EPP students was 750 in 2009 and declined to around 430 for three consecutive years but has since increased to 641 EPP students in 2021.

Figure 5: Number of Students of Color Enrolled in Pennsylvania Educator Preparation Programs (2009-2021)

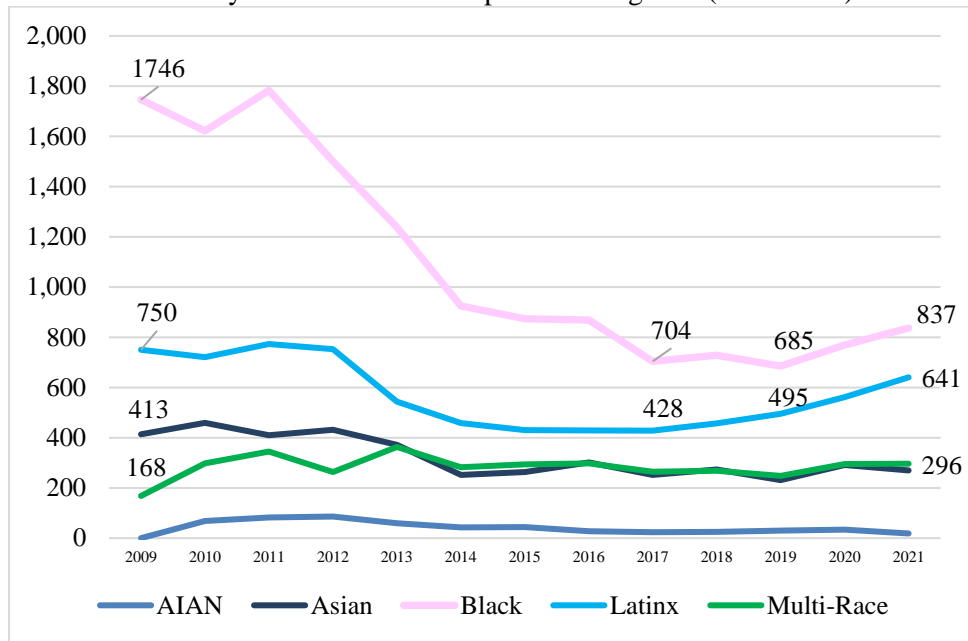


Figure 6 below summarizes the numerical changes in the number of EPP students by race/ethnicity for each racial/ethnic group and for all students of color (SoC) combined. Not pictured is a decline of more than 23,000 white EPP students. This decline is not displayed since doing so would make the changes for the other racial/ethnic groups incredibly difficult to see. For students of color, the greatest decline in the number of students was a decline of 909 Black students. The only increase of any racial/ethnic group was 128 multi-race EPP students.

Figure 6: Change in the Number of Pennsylvania Educator Preparation Program Students by Race/Ethnicity (2009 to 2021)

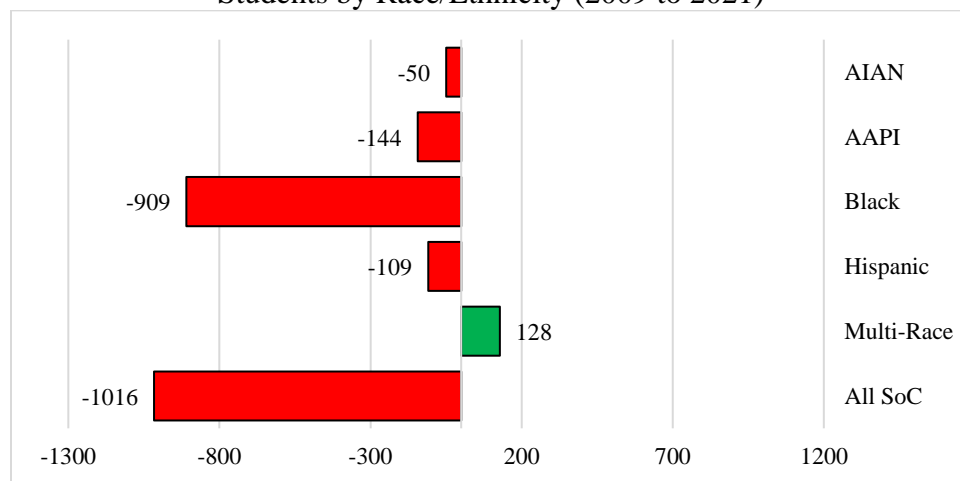


Figure 7 below includes the percent changes in the number of EPP students by race/ethnicity from 2009 to 2021. The greatest decline was 73.5% for American Indian/Alaskan Native (AIAN) students followed by Black students with a decline of 52.1%. Asian American/Pacific Islander (AAPI) students experienced a decline of 34.9% while there was a 14.5% decline in the number of Hispanic students. Alternatively, there was a 76% increase in multi-race students. This increase in multi-race students may partially explain the decline in AIAN, AAPI, Black, and Hispanic students since newly enrolled students may be more likely to identify as multi-race.

Figure 7: Percentage Change in the Number of Pennsylvania Educator Preparation Program Students Enrolled by Race/Ethnicity (2009 to 2021)

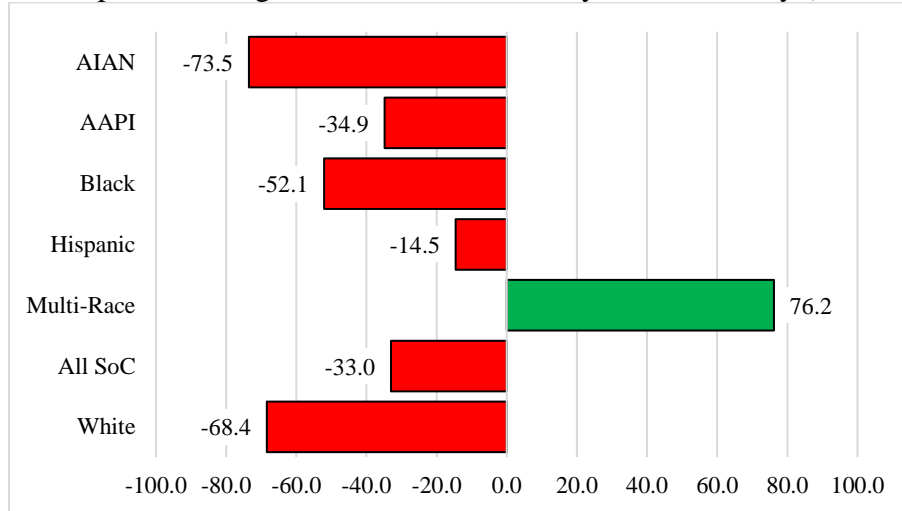


Table 1 provides the percentage changes in the number of EPP students for each year from 2010 to 2021. I exclude 2009 because no AAPI students were reported that year. Most of the large declines (declines of at least 20%) were during the 2012-13 or 2013-14 time periods. The declines in 2013-14 might be explained by the acceleration of students to complete their program and obtain certification prior to the change in the certification alignments adopted by the Commonwealth around this time. There were also across-the-board declines for 2016-17. There does not appear to be any policy change or external factor that explains the declines in 2016-17.

On a positive note, from 2019 to 2020, there were large gains in the number of students of color from each racial/ethnic group (AIAN, AAPI, Black, and Hispanic). There were also moderately large increases in the number of Black and Hispanic students from 2020 to 2021. In fact, there have been moderate to large gains in the number of Hispanic students for four consecutive years. While the improvements for Black and Hispanic students have not led to proportional representation of Black and Hispanic EPP students to Black and Hispanic K-12 students, the fact that there are increases in the number of Black and Hispanic students enrolled in EPPs is a positive sign for efforts to diversify the teaching force in Pennsylvania.

Table 1: Percentage Point Change in the Number of Students Enrolled in Pennsylvania Educator Preparation Programs by Student Group (2010 to 2021)

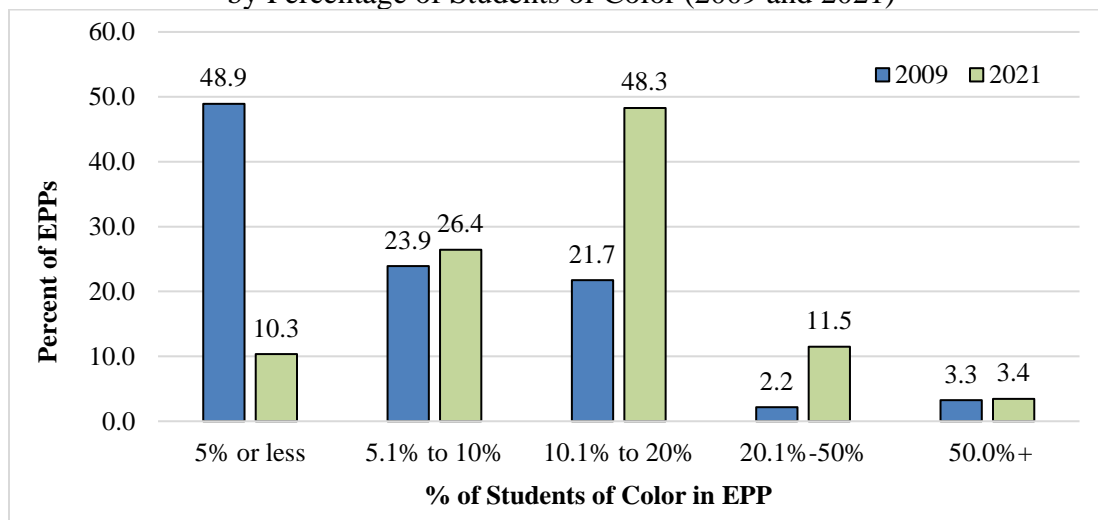
Student Group	2010 to 2011	2011 to 2012	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2020	2020 to 2021
AIAN	20.6	4.9	-31.4	-27.1	2.3	-38.6	-11.1	4.2	20.0	13.3	-47.1
AAPI	-10.7	5.4	-14.1	-32.1	4.4	14.4	-16.3	8.3	-15.4	26.0	-7.6
Black	9.9	-15.9	-17.5	-25.3	-5.5	-0.7	-18.9	3.4	-5.9	12.3	8.8
Hispanic	7.2	-2.6	-27.9	-15.7	-6.1	-0.2	-0.2	6.8	8.3	13.3	14.3
Multi-Race	15.8	-23.8	38.0	-22.3	4.3	1.4	-11.4	1.5	-7.5	19.0	0.3
White	-3.7	-3.1	-8.0	-36.4	-22.0	-21.0	-3.1	-3.3	-2.7	-6.5	9.3

Changes for Educator Preparation Programs

For Figure 8, I examine the percentage of EPPs with different percentages of students of color. I placed programs in one of five groups: 5% or less students of color, 5.1% to 10% students of color, 10.1% to 20% students of color, 20.1% to 50% students of color, and greater than 50% students of color.

The graph shows a substantial shift from 2009 to 2021 in the percentage of EPPs for three of the five groups. Most strikingly, there was a very substantial decline in the percentage of EPPs with 5% or fewer students of color. Specifically, while 48.9% of EPPs enrolled 5% or fewer students of color in 2009, only 10.3% of EPPs enrolled 5% or fewer students of color in 2021. While the percentage of EPP programs with more than 50% students of color remained stable, there was about a 27-percentage point increase in the percentage of programs with between 10.1% and 20% students of color. While few programs have substantial percentages of students of color, this graph shows that the percentage of students of color enrolled in EPPs is trending in the correct direction. Indeed, a greater percentage of EPPs are enrolling greater percentages of students of color. Despite this positive trend, there is still a long way to go to ensure that the percentage of EPP students of color matches the percentage of K-12 students of color.

Figure 8: Percentage of Pennsylvania Educator Preparation Programs by Percentage of Students of Color (2009 and 2021)

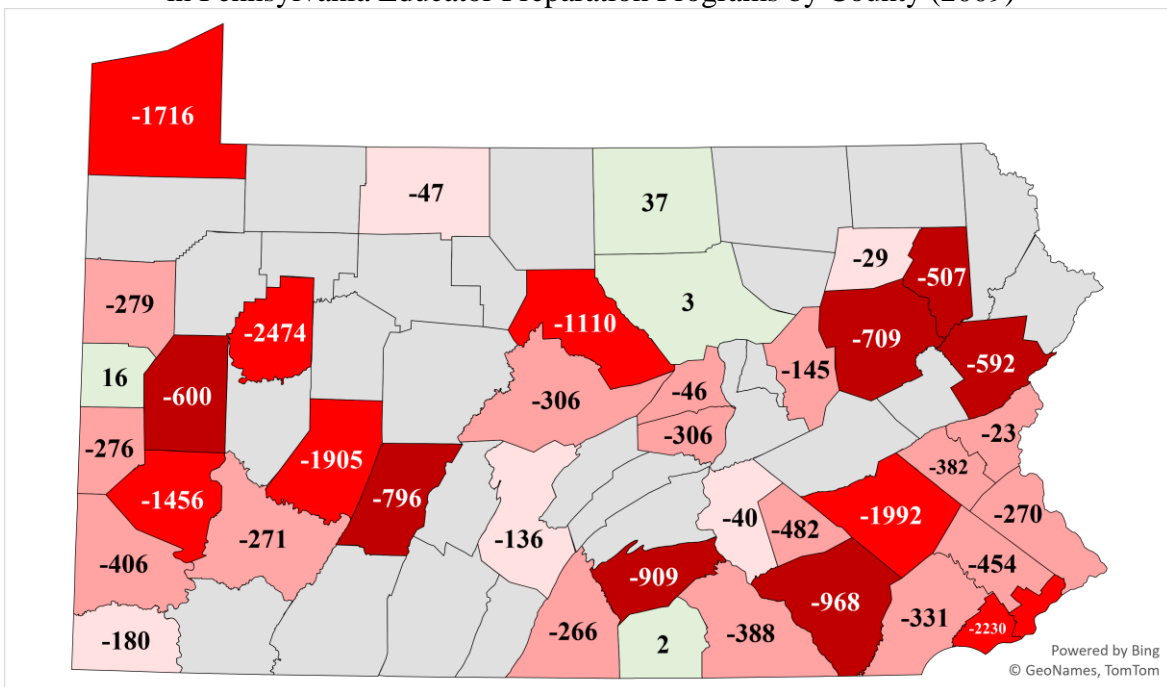


Enrollment Trends by County

Examining the geographic distribution of changes in the number of EPP students and EPP students of color because research has consistently shown that EPP graduates tend to take positions either around their EPP or in the area where they attended high school. Districts located where there are no EPPs or where EPP enrollment is low are going to face greater barriers in recruiting newly certified teachers to their district. Thus, in this section, I detail the changes in EPP enrollment by county.

As shown in Figure 9, there were substantial declines in the number of EPP students for most counties in Pennsylvania. Eight counties had declines of more than 1,000 students. Philadelphia County had the greatest decline (-3,141) while Delaware and Clarion counties lost more than 2,000 students. Another seven counties lost between 500 and 999 students and 13 counties lost between 250 and 499 students. Only four counties had increases in students and the largest increase was only 37 for Tioga County.

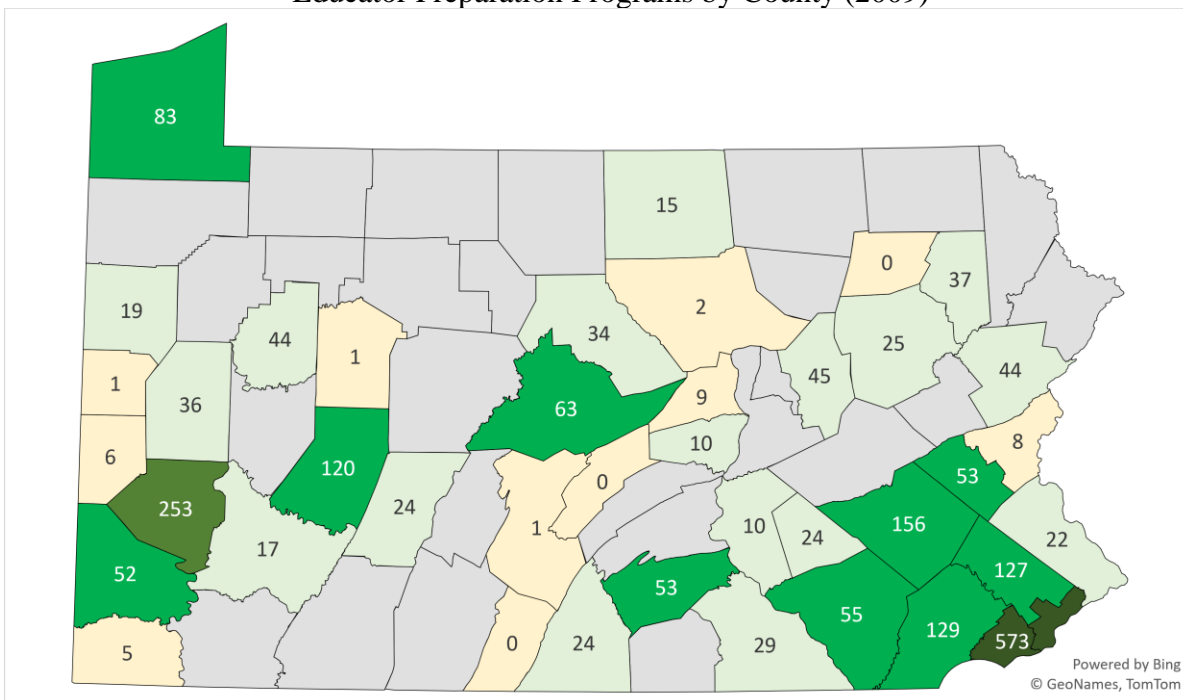
Figure 9: Change in the Number of Students Enrolled in Pennsylvania Educator Preparation Programs by County (2009)



Philadelphia County: -3,141

As shown in Figure 10, only two counties—Philadelphia and Delaware—enrolled more than 500 students of color in 2009. Allegheny County was the only county to enroll between 250 and 499 students of color. Ten counties enrolled between 50 and 249 students of color while 17 counties enrolled between 10 and 49 students of color. Eleven of the counties with EPPs enrolled fewer than 10 students of color and 26 counties had no EPPs.

Figure 10: Number of Students of Color Enrolled in Pennsylvania Educator Preparation Programs by County (2009)



Philadelphia County: 992

Figure 12: Number of Students of Color Enrolled in Pennsylvania Educator Preparation Programs by PEDC Region (2009 to 2021)

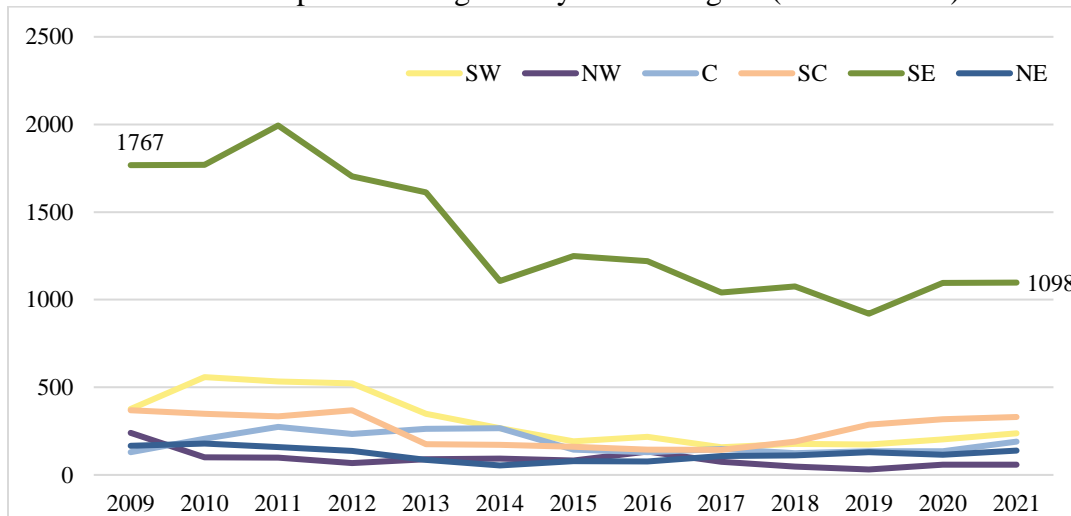


Table 2 below provides the numerical and percentage point declines in the number of students of color in EPPs by region from 2009 to 2021. Over all 13 years, five of the six regions experienced a decline in the enrollment of students of color. The Central Region experienced an increase in the number of students of color of 45% —from 130 in 2009 to 189 in 2021. The Northwest Region had a decline of 75%—the greatest decline of all regions. The Southeast Region—the region with by far the greatest number of students of color—experienced a 38% decline. The decline of 669 students of color for the Southeast Region was twice the decline in the total number of students of color for all five of the other regions.

Table 2: Number and Percentage Change in the Number of Students of Color Enrolled in Pennsylvania Educator Preparation Programs by PEDC Region

Region	Number	Percent
Southwest	-139	-37.0
Northwest	-181	-75.4
Central	59	45.4
South Central	-38	-10.3
Southeast	-669	-37.9
Northeast	-28	-16.9
Total	-996	-32.7

All but the Central region experienced a decline in enrollment for students of color from 2009 through 2016. The Central region had an increase from 2009 through 2015, but then lost enough students to return to the 2009 level of enrollment in the 2016 year.

Conclusions

There is both negative and positive news to be gleaned from this data.

On a positive note, the diversity of Pennsylvania EPP students has increased over the last 12 years, albeit very slowly. Moreover, as noted above, much of this improvement is due to a greater decline in the number of white EPP students rather than a concerted effort by EPPs to recruit and enroll greater numbers of EPP students of color.

On a negative note, the number of EPP students declined substantially for all students and for each racial/ethnic group except for multi-race EPP students. With respect to increasing

teacher diversity in Pennsylvania, this means that school districts have fewer teachers of color to hire. Moreover, the gap between the percentage of teachers of color enrolled in EPPs and the percentage of students of color has increased over the 12 years. Thus, any progress made in increasing the diversity of EPP enrollees is not sufficient to keep up with the increasing percentage of K-12 students of color.

Overall, 25 counties (37%) did not have any EPPs in 2021 and another 17 (25%) had fewer than 10 EPP students of color. Thus, schools in more than 62% of counties in Pennsylvania had little to no access to teachers of color in 2021.

Policy Recommendations

There are several policies that the Commonwealth, teacher preparation programs, and school districts could adopt. These are discussed below.

State Level

- Collect and make accessible the data on EPP enrollment and graduation by various student characteristics such as race/ethnicity, gender, and age.
- Make increasing teacher diversity a priority and set measurable goals.
- Create District Alliances for Teachers of Color in which districts would collaborate on developing regional strategies to encourage a greater number of individuals of color to enter and complete EPPs.
- Provide financial incentives, such as bonuses or loan forgiveness, for graduates of EPPs to teach in schools in which most students are students of color.
- Support Grow Your Own programs and Teacher Cadet programs that focus on building the teacher of color pipeline.
- Create and support well-funded teacher induction programs in schools whose enrollment is predominantly students of color.
- Provide training and support on cultural competence and teacher of color recruitment and retention strategies to school- and district- leaders.
- Create financial support for paraprofessionals attaining their teaching licenses.
- Support partnerships between Minority Serving Institutions (MSIs) and local districts to build and sustain a pipeline for teachers of color.
- Provide financial support for mid-career recruitment programs.
- Support educator preparation programs in efforts to recruit and support aspiring teachers of color.
- Create a teacher mortgage assistance plan and focus on areas with large percentages of children of color.
- Revise the current GPA requirements for entry into the teaching profession such that an EPP could enroll a certain percentage of aspiring teachers with between a 2.75 and 3.0 GPA.
- Create a pathway into teaching for aspiring teachers with certification test scores slightly below the cut score.

Educator Preparation Programs

- Build an effective data system to track entry, enrollment, support, and completion.
- Set measurable goals about recruiting, enrolling, and graduating aspiring teachers of color.
- Review recruitment efforts to ensure they include efforts to focus on potential students of color.
- Ensure faculty are trained in and implement culturally responsive instruction.
- Offer financial support for students of color.
- Provide peer- and faculty- mentors of students of color and pay the students and faculty serving as mentors.

District Level

- Create a robust data system that tracks the characteristics of applicants, hires, and leavers as well as assesses working conditions, and the provision of support.
- Make increasing teacher diversity a priority of the district.
- Ensure individuals included in the hiring process have been trained in effective hiring practices for individuals of color.
- Match experienced teachers of color with beginning teachers of color and pay the experienced teachers to provide mentoring and support.
- Administer a working conditions survey and ask teachers of color how to improve their working conditions.
- Ensure teachers of color are placed onto teams with experienced and effective teachers.
- Ensure principals and other school leaders have been trained in culturally responsive mentoring.

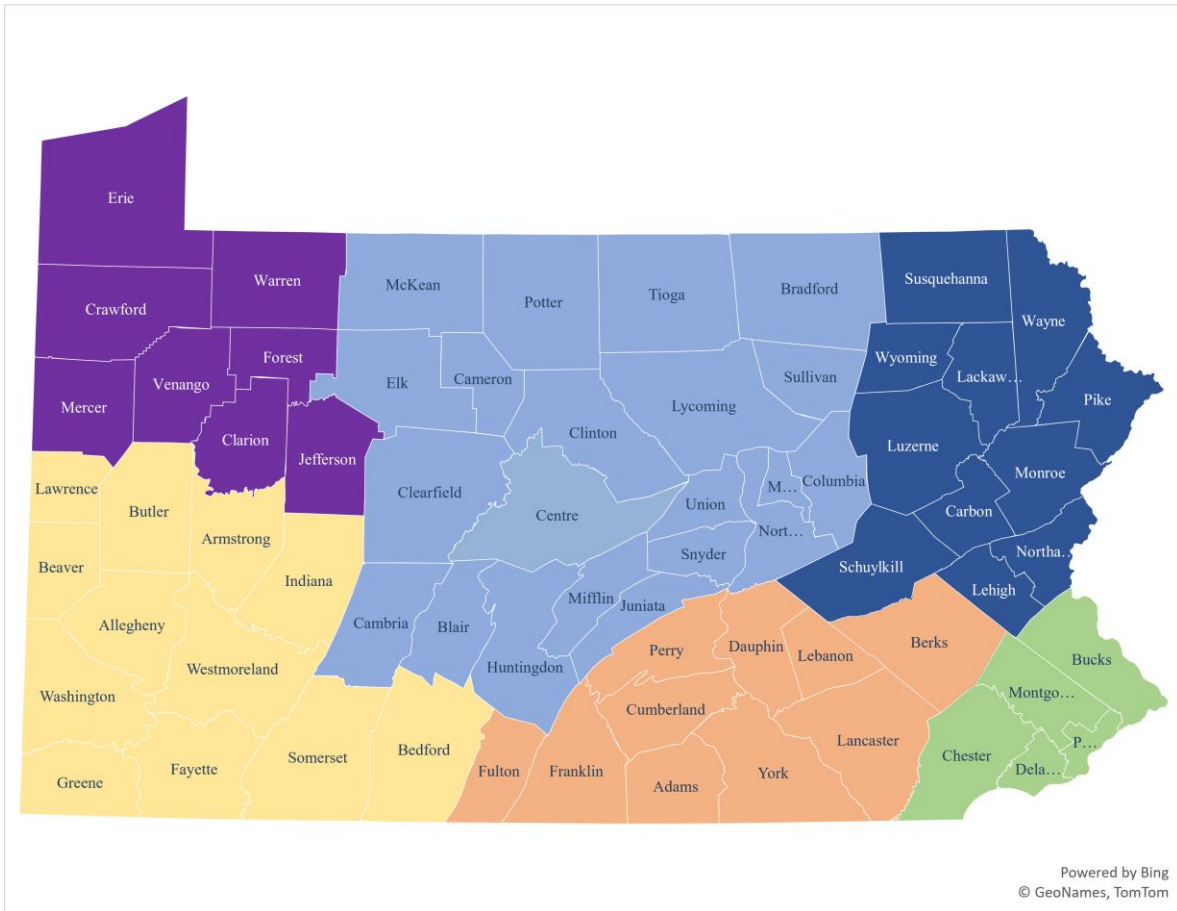
Actors at all three levels will need to work collaboratively to increase the diversity of teachers in Pennsylvania.

Suggested Citation

Fuller, E.J. (2024, February). **Enrollment in Pennsylvania Educator Preparation Programs by Race/Ethnicity (2009 to 2021)**. University Park, Penn State College of Education; Philadelphia, PA. Pennsylvania Educator Diversity Consortium.

APPENDIX A

Figure A1: PEDC Region Map



The Center for Evaluation and Education Policy Analysis (<https://ceepablog.wordpress.com/>)

This brief is part of the CEEPA Research and Policy Brief Series that provides evidence-based, peer-reviewed analysis of important educational issues in Pennsylvania and across the Commonwealth. CEEPA is a Center located in the College of Education at Penn State University. The purpose of the Center is to provide unbiased and high-quality evaluation and policy analyses service.

Pennsylvania Educator Diversity Consortium (<https://www.paeddiversity.org/>)

The *Pennsylvania Educator Diversity Consortium* is a grassroots organization of early childhood, PK-12, higher education, non-profit, community, and government leaders striving to increase the number of teachers of color, specifically those who identify as Black, Indigenous, and other People of Color, in Pennsylvania. There are over 380 individuals, many of whom represent nearly 200 organizations across the Commonwealth, who are committed to PEDC's vision of a future in which each learner in Pennsylvania experiences ethnically, racially, and linguistically diverse and culturally relevant and sustaining educators leading their classrooms and educational institutions.

About the Author

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