



# Michigan Educator Workforce Initiative





## Michigan Educator Workforce Initiative (MEWI) Is a Hub for Educator Talent

MEWI adopts a holistic, systems-adjacent approach.

We work closely with K-12 districts and higher education institutions.

The outcome? Innovative approaches to recruiting, retaining, and developing teachers, school leaders, and district leaders.

# Our Vision and Mission

**VISION** | We envision a Michigan where a thriving educator workforce ensures every child – from birth to graduation – has what they need to succeed.

**MISSION** | We build, fund, and convene programs that apply innovative solutions to complex educator workforce challenges.



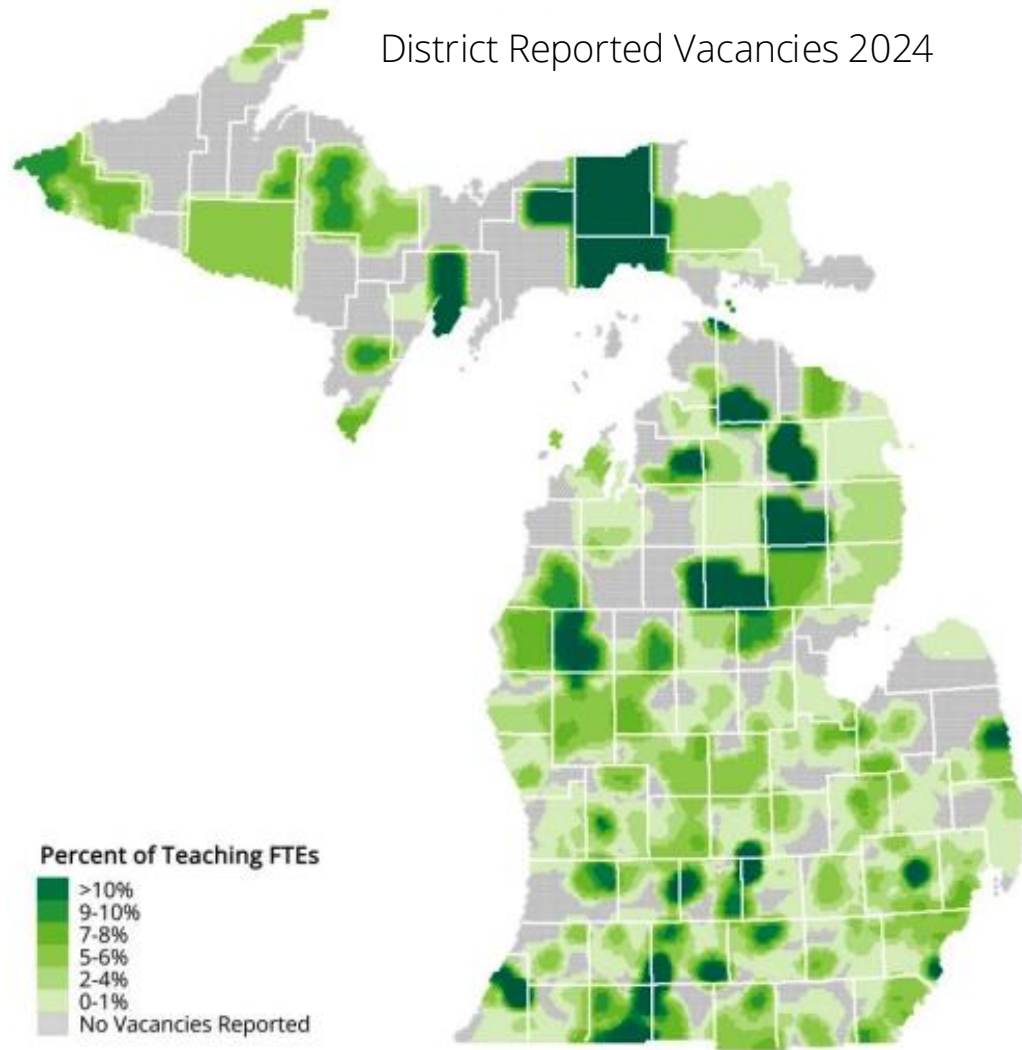
# Michigan's Educator Workforce Challenges

# The Challenge: A Persistent and Systemic Talent Crisis

- 7,952 teachers did not return in the 24-25 school year
- 5,316 FTE vacancies were reported in the Fall of 2024
- Critical Gap: Reliance on uncertified teachers is growing

Moriarty, J., Kilbride, T., Rogers, S., & Powell, T. (2026, January 15). *Michigan teacher shortage study: 2026 report*. [Education Policy Innovation Collaborative](#).

District Reported Vacancies 2024



# A Statewide Teacher Certification Challenge

Percent of Secondary Core Subject Teachers Appropriately Credentialed for their Assignments/Courses, 2024-25			
	Appropriately Endorsed	Out-of-Field	Non-Certified
Urban	79.0 %	13.5 %	7.4 %
Suburban	94.7 %	3.0 %	2.3 %
Town	93.8 %	4.7 %	1.5 %
Rural	91.3 %	5.5 %	3.2 %
Traditional Public School	92.0 %	6.2 %	1.8 %
Charter School	74.4 %	7.0 %	18.1 %
Overall	90.1 %	6.3 %	3.6 %

# Key Findings from EPIC's Latest Report

**Michigan's supply of newly-certified teachers is growing, but not at the pace needed to meet the demand.** If rates of teacher preparation and attrition maintain at the current level, the state would fill just 68% of vacant positions.

**The state's growing special education student population intensifies shortages in hard-to-fill license areas.** Special educators are 31% more likely to leave their positions and 55% are more likely to do so midway through a school year.

**Urban and rural areas, charter schools, high-poverty communities, and schools with large numbers of students of color experience the teacher shortage MOST.** Districts facing the most severe shortage serve 25% higher populations of high-poverty students than districts with less significant shortages.

**Clinical training is not intentionally designed to meet district needs, which intensifies the teacher shortage for high-needs schools.** Student teachers are less likely to complete their clinical experiences in high-needs areas or high-needs districts, resulting in a preparation experience that is disconnected from the hiring landscape.

# Michigan's Early Childhood Sector Requires Growth

**65,000**  
open slots for  
**314,000**  
infants & toddlers

estimated  
**29,000**  
unfilled childcare  
slots due to  
inadequate staffing

**153,000**  
open slots for  
**341,000**  
preschoolers



of Michigan's  
875 Zip Codes  
are **Childcare  
Deserts**

**Lack of childcare in MI costs the state's economy  
nearly \$2.9 Billion annually**

The educator shortage is the largest factor impacting childcare access across the state.

By removing the barriers to bachelor's degrees and certification for current Early Childhood Education (ECE) professionals, the state can ensure a stable pipeline of educators prepared to serve Michigan children and families.

**+4,000**

**More ECE Teachers  
Needed to Meet  
Demand**

# Our Work

## IMPACTS

By coordinating efforts across multiple partners and operating flexibly, MEWI seeks to create system-wide, lasting improvements in the quality and stability of the educator workforce.

### Strengthen Educator Capacity

*Sphere of Control*

- Build sustainable pipelines
- More diverse workforce
- Improve instructional quality and early career readiness
- Improve retention and reduce vacancies/shortages
- Strengthen leadership

### Drive Systems Change

*Sphere of Influence*

- Improve alignment between district needs and educator preparation and support
- Reduce duplication + fragmentation across interventions
- Align policy and practice through data and programmatic proof points

### Improve Student Outcomes

Reduce opportunity gaps for students | Improve learning experiences for all students  
Improve academic growth and achievement | Improve holistic development

# INNOVATE

Co-create bold solutions, invest in proven approaches, and convene partners

**Build:** Incubate and manage the launch of sustainable teacher pathway programs such as grow your own, induction supports, and residencies to strengthen recruitment, prep, and support

**Fund:** Support incentives and programs that remove barriers and scale evidence-based practices.

**Convene:** Act as a coordinator and facilitator to bring together districts, prep programs, and community partners to align efforts and share best practices.

# MEWI partnerships address a wide range of Michigan's educator workforce challenges.

Program	Michigan's Challenges								
	Instructional Quality	Robust Support Systems	Racial/ Gender Imbalance	Early Career Attrition	Candidate Barriers (cost, testing, etc.)	Special Shortages (subjects)	Career Ladders/ Pathways	Workload	Rural Service
MiEarly Apprenticeship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
MITTEN	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes
Talent Together	Yes	Yes	No	Yes	Yes	Yes	No	No	Yes
EPP Collaborative	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes
ASU Strategic Staffing	Yes	No	No	Yes	No	No	Yes	Yes	Yes
ResourcED Leaders	No	Yes	No	Yes	No	No	Yes	No	No
The Center	Yes	Yes	Yes	No	Yes	No	Yes	No	No
AfterSchool Futures	No	No	No	No	Yes	No	Yes	No	No
Golden Apple	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes
SURGE Institute	No	Yes	Yes	No	No	No	No	No	No

# Our Results

# A Few MEWI Outcomes

## Aspiring Teachers



**1400**

Apprentices +  
Pre-Apprentices

**85**

Golden Apple  
Scholars

**4800**

EPP Collaborative

Reach



MiEarly Apprentice  
84%



Golden Apple  
94%



Surge Institute  
100%

Retention

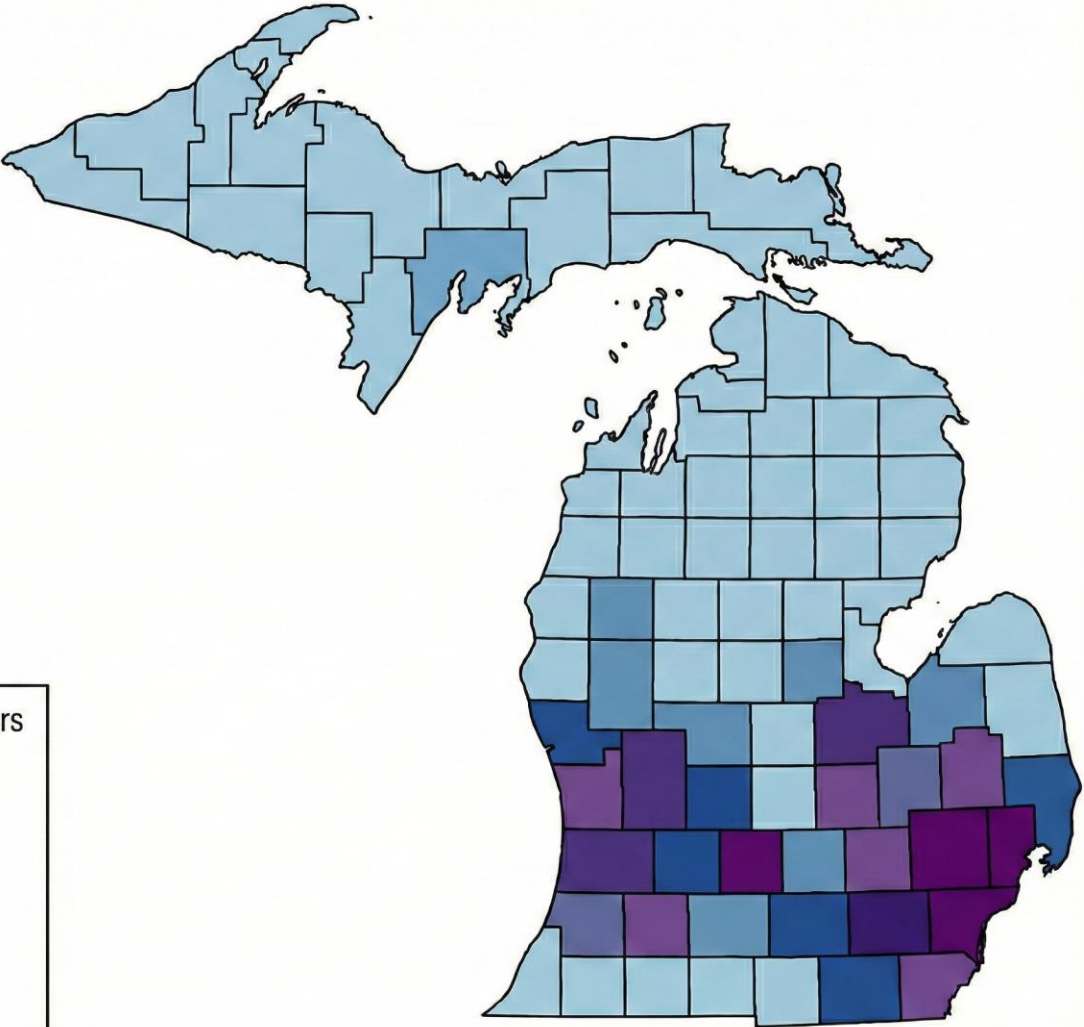
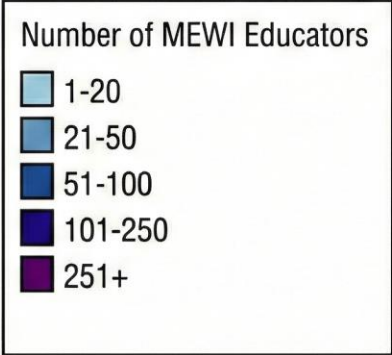
**10+** post-secondary  
partners

**10** Programs with **6500**  
applications total

**106** PK-12 school systems  
are participating in at least  
one other MEWI  
supported program

Scale

# Reaching Every Corner of Michigan



# A Catalyst for Excellence: Voices from the Field

"MEWI quickly earned respect and credibility... driven by the reputation and results of its leadership."

- MEWI Partner

"The work they're doing is continuing to mirror excellence."

- MEWI Partner

"They have the local knowledge about what's most pressing to the school districts."

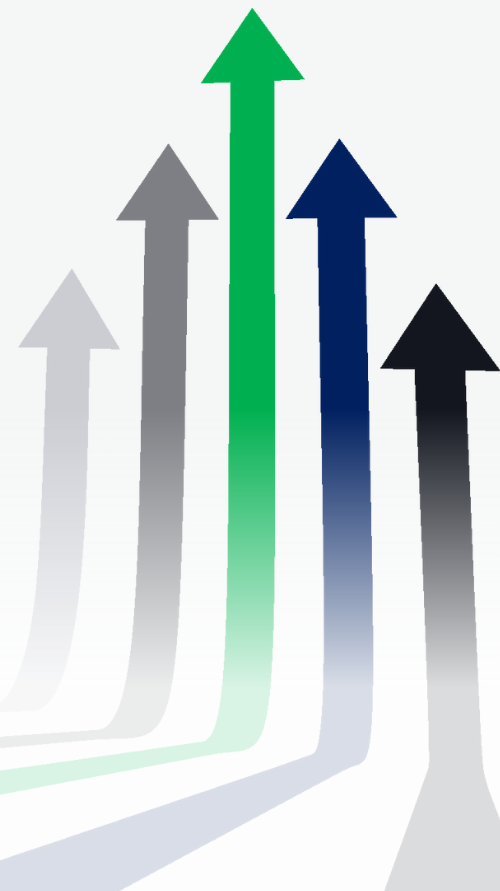
- School District Partner

# Program Highlights

# Program Highlight 1: MI Early Apprentice



MiEarly Apprentice provides those working in early childhood education programs and/or school systems with **funding, resource navigation, and wraparound support** to begin and/or complete coursework resulting in earning the **Child Development Associate (CDA) credential, associate degree, or bachelor's degree and teacher certification.**





The  
**MI** EARLY  
APPRENTICE  
**Journey**

STEP  
**1**

**APPLY &  
INTERVIEW**

STEP  
**2**

**PROGRAM  
MATCH**

STEP  
**3**

**REGISTER  
& ENROLL**

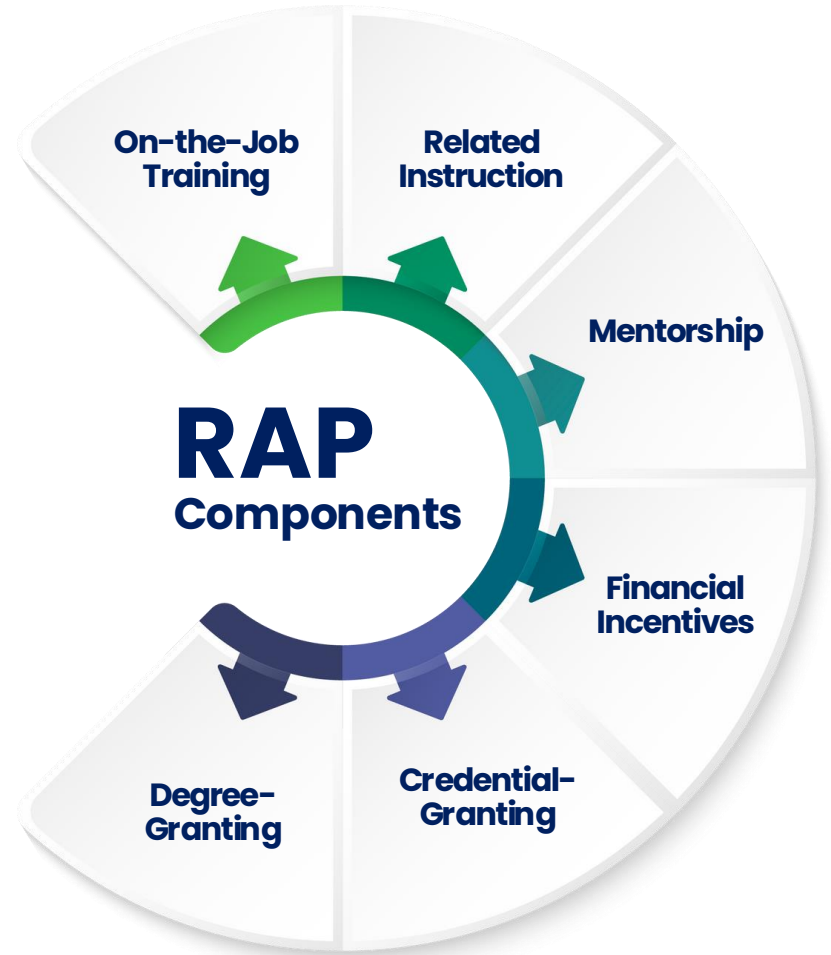
STEP  
**4**

**COMPLETE  
COURSEWORK  
& RAP YEAR**

STEP  
**5**

**GRADUATE  
& COMMIT  
TO TEACH**

# Lead Teacher Registered Apprentice Program



# Early Impact

**190+**

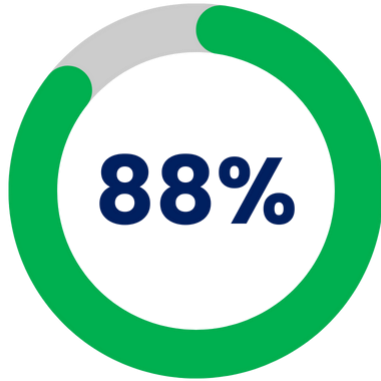
**Enrolled Candidates**  
across 4 cohorts,  
representing over 90 different  
early childhood employers

**6**

**Post-Secondary  
Preparation  
Partners**

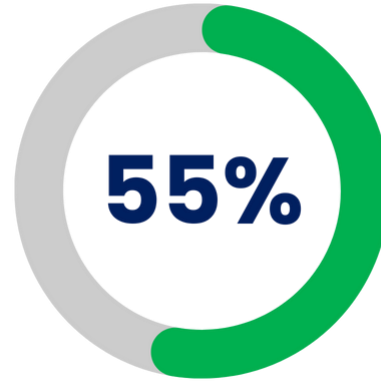
**\$150k+**

**Wage Increase**  
projected earnings in the  
decade following  
program completion



## Retention Rate

% of Cohort 1-3  
candidates retained  
thus far;  
**100% retention rate**  
for bachelor's degree  
and teacher  
certification tracks



## BIPOC Candidates

% of candidates  
who identify as  
Black, Indigenous,  
People of Color



# Early Impact

**94.8%**

Ability to Apply Learning

**91%**

Persistence & Problem Solving

## Our Candidates Are Building Vital Skills

Candidates can apply what they learn to real-world and workplace situations – and persist to overcome academic and life challenges.

# Early Impact

## Our Support is Working

Candidates cite their Success Navigator as an important motivator, connector, and a source of responsive help when needed.

### My Success Navigator...

**95%**

**Communicates  
Clearly and  
Responds**

**92%**

**Leads Helpful  
Check-ins**

**91%**

**Connects me to  
needed resources**

**94%**

**Keeps me motivated**



# What Our Candidates Say

"I found everything challenging but with the help and guidance of K'Sandra, my lovely advisor, I wouldn't have had the faith that I do now in myself. I was able.... to prove to all that anyone can do it, especially me."



# What Our Candidates Say

"The structure of the program made it easier to balance my academic and professional responsibilities. While managing time was occasionally challenging, the support provided helped me work through those moments."

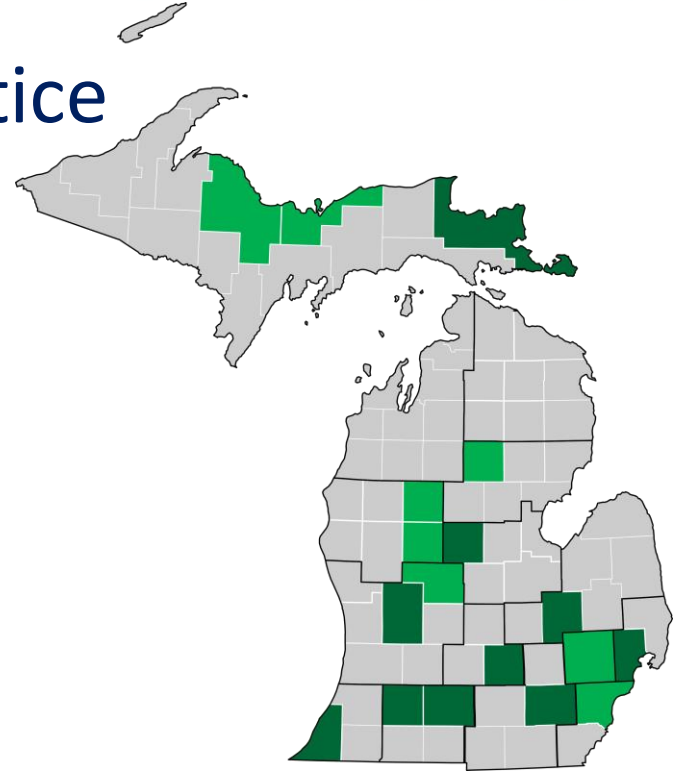
# Expanding MI Early Apprenticeship

## ● REGIONS CURRENTLY BEING SERVED

- WAYNE
- MARQUETTE-ALGER
- MONTCALM
- MECOSTA-OSCEOLA
- OAKLAND

## ● PRIORITY EXPANSION AREAS – PHASE 2

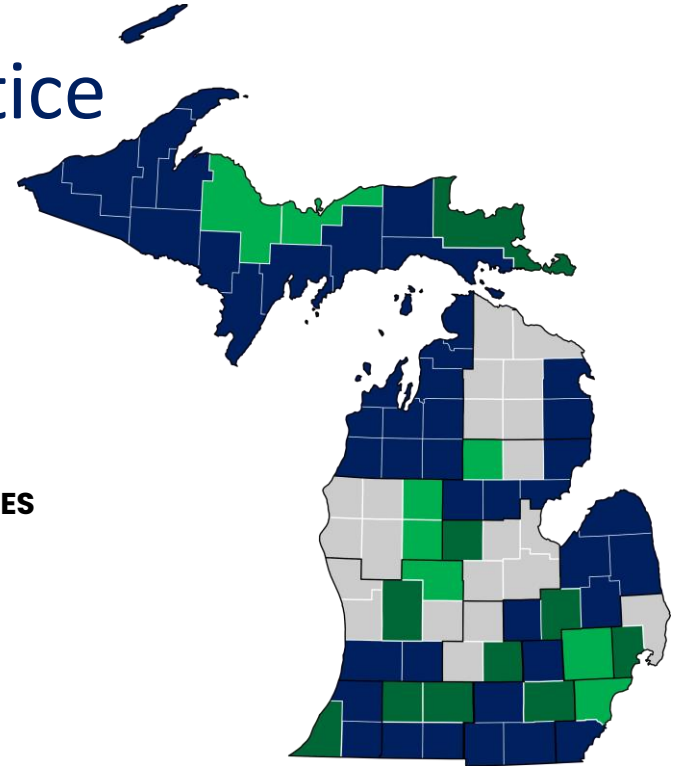
- |            |             |
|------------|-------------|
| • GENESSEE | • KALAMAZOO |
| • MACOMB   | • ISABELLA  |
| • KENT     | • CHIPPEWA  |
| • BERRIEN  | • INGHAM    |
| • CALHOUN  | • WASHTENAW |



# Expanding MI Early Apprenticeship

- **REGIONS CURRENTLY BEING SERVED**
- **PRIORITY EXPANSION AREAS – PHASE 2**
- **PRIORITY EXPANSION AREAS – PHASE 3**

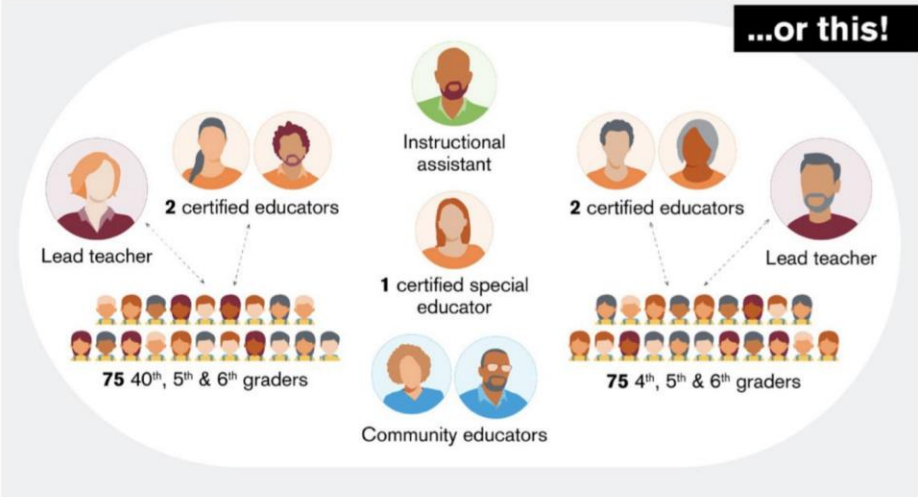
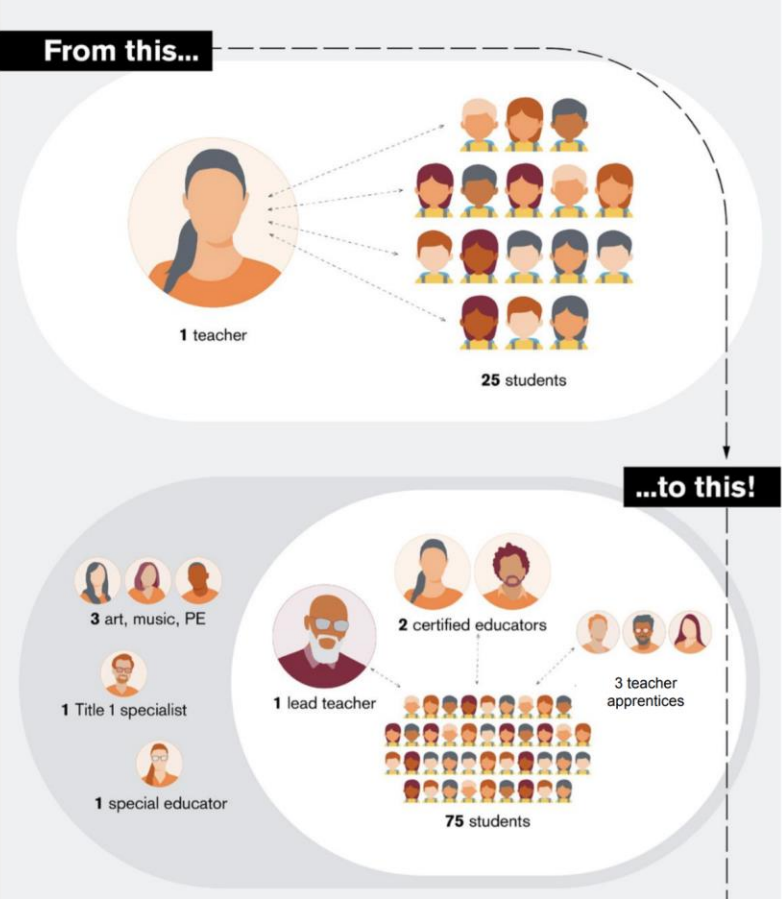
- Upper Peninsula Michigan Works – **11 COUNTIES**
- NW Michigan Works – **10 COUNTIES**
- Great Start to Quality SW Resource Center – **5 COUNTIES**
- Michigan Works Region 7B – **4 COUNTIES**
- GST Michigan Works – **5 COUNTIES**
- Childcare Network – **6 COUNTIES**
- **2 Additional Counties** – Alcona & Alpena



Program Highlight 2:

Strategic Staffing w/  
Next Education Workforce at ASU

# Strategic Staffing Model: Flexible Talent + Concentrated Expertise



# ASU Next Education Workforce Initiative – Early Impact

## Teacher Outcomes

- Fewer substitutes: Team teachers requested a substitute teacher for 5.3 days compared to 6.7 days of non-team teachers. A year later, in 2021, team teachers averaged 11 sub days vs. a non-team average of 13.
- Teacher retention: 86% of team teachers were retained in 2022-23.
- More effective: team teachers received 12% higher ratings overall 2022-23.
- Results stronger for experienced teachers: retention and attendance were stronger for teachers with more experience.

## Student Outcomes

- Based on classroom observations, students are more engaged and more likely to seek help.
- Third graders in team-based models are growing an additional 1.5 months in reading, on average, compared to students in traditional staffing models.
- 9th graders served by educator teams are posting 5-7 percentage point increases in Algebra I passing rates compared with demographically similar 9th graders schools not implementing strategic school staffing.

# Strategic Staffing is a Growing Strategy

## Next Education Workforce in Michigan

### Exploring Systems

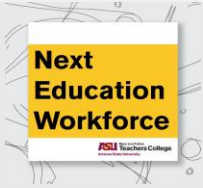
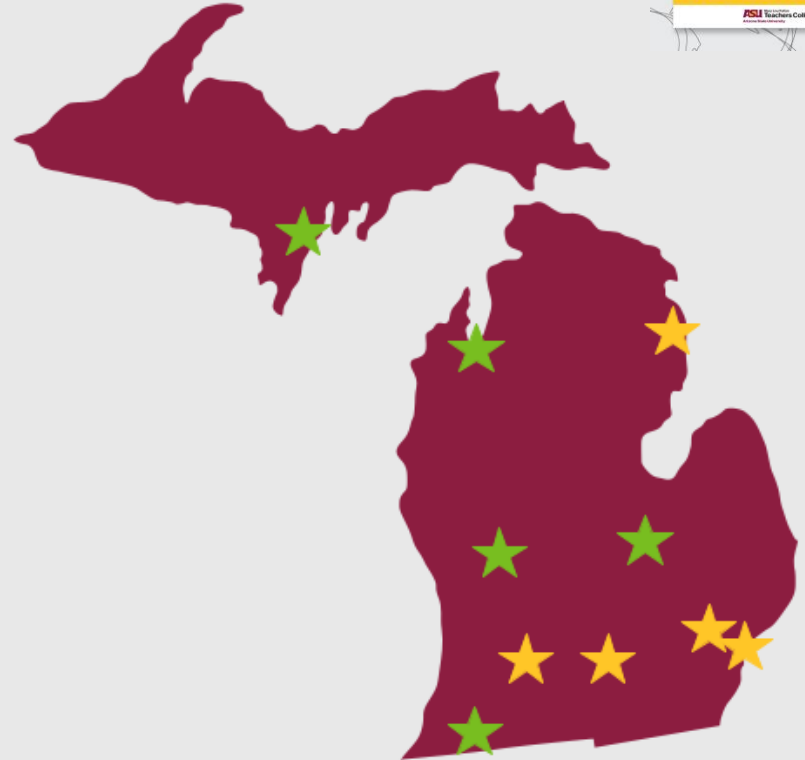
Brandywine Community Schools  
Flint Cultural Center Academy  
Gladstone Community Schools  
Kentwood Public Schools  
Traverse City Area Public Schools

### 2025 Cohort

Alcona Community Schools  
Detroit Academy of Arts and Sciences MS  
Farmington Public Schools  
Portage Public Schools

### 2024 Cohort

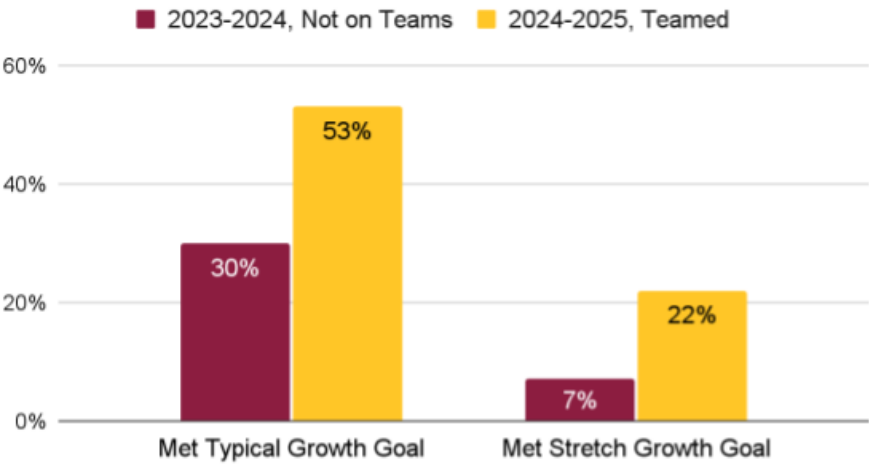
Concord Community Schools  
Detroit Academy of Arts and Sciences ES



# ASU Next Education Workforce Initiative – Early Impact

**During Detroit Academy of Arts & Sciences’ first year of teaming, the number of 2nd graders meeting their math growth goals increased.**

Students Meeting Typical and Stretch Math Growth Goals



In their first-year of implementation, 53% of teamed 2nd graders met their annual iReady Math growth goal, compared to just 30% of 2nd graders the year prior.

**Additionally, 22% of students met their stretch goal, representing an over 200% increase compared to 2nd graders not in teamed classrooms the previous year.**

Program Highlight 3:

Michigan EPP Collaborative

# Overview of the MI EPP Collaborative



## MISSION

The Michigan Educator Preparation Program Collaborative will improve educator preparation by fostering partnerships, aligning improvement goals, and providing targeted supports that result in data and candidate-centered developmental practices.



# EPP Collab Focus Areas



**CENTRAL**  
MICHIGAN UNIVERSITY



**NORTHERN MICHIGAN**  
UNIVERSITY



**MICHIGAN STATE**  
UNIVERSITY



**EASTERN**  
MICHIGAN UNIVERSITY

## Defining Quality Teacher Preparation

### The EdPrep Partners Performance Framework

#### Performance Area 01



##### Program Leadership & Continuous Improvement

Establishing a shared vision, strategic goals, and data-driven improvement cycles that strengthen program quality and candidate readiness.

**1.1** Establishing a Shared Vision for Quality Teaching & Learning for All Candidates

**1.2** Defining Data Quality, Performance Gateways, & Supports

**1.3** Developing Data Routines for a Culture of Continuous Improvement

#### Performance Area 02



##### Candidate Preparation & Development

Ensuring candidates' developmental trajectory, including coursework and clinical experiences are designed to prepare candidates to meet P-12 student needs.

**2.1** Developing Coursework Design & Implementation

**2.2** Developing Clinical Experience Structures & Implementation

#### Performance Area 03



##### Teacher Educator Practices

Developing faculty, clinical supervisors, and mentor teachers to design and facilitate structured, developmentally appropriate experiences that drive candidate growth.

**3.1** Defining, Aligning, and Developing Teacher Educators

**3.2** Shifting from Analysis, to Representations, to Enactments of Teaching

**3.3** Performing High-Quality Coaching and Feedback

#### Performance Area 04



##### District & Program Partnerships

Building aligned, mutually beneficial partnerships between teacher preparation programs and P-12 districts to support candidate development and workforce needs.

**4.1** Establishing Mutually Beneficial Partnerships

**4.2** Recruitment and Selection of Candidates, Mentor and Clinical Sites

**4.3** Employing Structures and Supports for Candidate Development

# Barriers & Breakthroughs

## Common Barriers

### Teacher Pipeline & Enrollment Decline

Fewer candidates are entering teacher preparation programs and teaching, making it harder—especially in high-need areas—to recruit and prepare teachers.

### Breaking the Myth of Quality vs. Quantity

Expanding pipelines is often perceived as requiring lower rigor, leading to under-resourced initiatives and inconsistent teacher readiness.

### Disconnect Between Coursework & Clinical Practice

Candidates lack clear, scaffolded opportunities to apply coursework in real classrooms, leaving them unprepared for day-one teaching.

## Solutions

### Expanding & Strengthening Pathways

Rebuilding the pipeline requires multiple, varied, high-quality pathways that attract, support, and retain aspiring educators without lowering preparation standards.

### Scaling Without Sacrificing Quality

By embedding structured, high-impact development and competency-based preparation (and trajectories), all pathways can ensure new teachers are fully prepared on day one.

### Embedding Practice-Based, Feedback-Driven Development

Integrating coursework and clinical development experiences ensures candidates rehearse, refine, and receive structured feedback in preparation.

## Common Barriers

### Teacher Educator Preparation is Overlooked

Faculty, supervisors, and mentor training is often under resourced and lacks structured training and accountability, impacting candidate development.

### Fragmented Efforts & Lack of Cohesion

Teacher preparation efforts often operate in silos, leading to duplication, misalignment, and missed opportunities for collaboration.

### Weak Data-Driven Decision-Making

Many EPPs struggle to collect, move, visualize, analyze, and use data to track candidate readiness and program effectiveness, especially in real-time.

## Solutions

### Strengthening Teacher Educator Practices

Equipping faculty, supervisors, and mentors with high-impact teacher educator practices and coaching ensures they effectively develop candidates at every opportunity.

### Building Aligned & Sustainable Partnerships

EPPs, districts, and states must align (internally and externally) on goals, evidence-based approaches, and sustainable strategies for preparation.

### Leveraging Data for Continuous Improvement

Embedding progress monitoring, performance tracking, and evidence-based benchmarks allows programs to make strategic, real-time improvements.

# Stay Connected

[www.miedworkforce.org](http://www.miedworkforce.org)