



California Educator Diversity
Funding Guide

2025-26

UCLA

School of Education & Information Studies

Center for the Transformation of Schools



HOW TO USE THIS GUIDE

The guide consists of two sections:

Section I highlights allocations and grants for individual applicants, including prospective and aspiring teachers, teacher candidates, and current teachers.

Section II outlines allocations and grants for organizational entities, including: school districts, Local Educational Agencies (LEAs), County Offices of Education (COEs), Institutes of Higher Education (IHEs), and Non-Governmental Organizations (NGOs).

Note: The guide includes some deadlines that have already passed for the current grant period. We encourage readers to regularly monitor each grant webpage for updates to application deadlines.

The 2025-2026 Educator Diversity Funding Guide is the third version of this compendium of resources that includes a total of approximately \$300 million in federal, state, local, and private funding opportunities to support both individuals and educational organizations committed to supporting a pipeline of diverse educators and aspiring teachers, as well as advancing equity-driven initiatives centered on student success. Given the recent federal funding cuts targeting teacher education programs and Diversity, Equity, and Inclusion (DEI) initiatives, this guide can be helpful in identifying potential funding resources to support a diverse educator workforce.

Thank you to our funder for their support of this work:



This guide is designed to help users navigate and align federal, state, local, and philanthropic funding sources to recruit, retain, and support a diverse, culturally responsive, and well-prepared educator workforce. At the same time, it aims to promote inclusive learning environments that affirm and reflect the identities of all students.

This resource is especially timely as schools grapple with both long-standing and emerging challenges, including educator shortages, growing student mental health needs, persistent opportunity gaps, and rising political tensions around equity and inclusion in education.

Adequately addressing the needs of our highly diverse K-12 population will require not only hiring educators of diverse backgrounds but also creating welcoming and affirming spaces and environments that can accommodate, sustain, and uplift our students and school communities. We created this guide as a public resource for educators, schools, and districts striving to provide equitable access to inclusive learning environments for all students. This guide spotlights how funding can be used to prioritize equity initiatives and further humanize the K-12 space. Our hope is that if used with intentionality, these allocations can expand access and opportunity for all TK-12 educational partners.

This annual funding guide was first conceptualized by the California Coalition for Educator Diversity, established by UCLA's Center for the Transformation of Schools to support the work of the California Educator Diversity Project. The Coalition is a collaborative effort of researchers, practitioners and advocates committed to advancing teacher diversity and equity in schools. Our collective mission is to diversify the California educator workforce by amplifying and elevating evidence-based and equity-centered policy, practice, and research.

Funds for **Prospective Teachers, Teacher Candidates, and Current Teachers**



Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

NEA Foundation Envision Equity Grant

ALLOCATION AMOUNT

Up to a maximum of
\$5,000 per applicant.

KEYWORDS

ANTI-RACISM

WORLD CULTURES

CIVIC ENGAGEMENT

DEMOCRACY

Who is it for?

The grant is available to educators, specialized instructional support personnel*, and education support professionals** who are also current members of the National Education Association. It is intended to advance equity in the classroom and beyond through project-based learning, partnerships, and resources.

How can these funds be used to support equity initiatives and humanize the K-12 space?

The funds can be used for various purposes, including but not limited to:

- School trainings to support culturally-sustaining teaching and learning
- Social and emotional learning curriculum materials
- Supplies to implement project-based learning
- Develop stronger education-focused family, school, and community partnerships
- Resources that can help to deepen students' understanding of racial equity and anti-racist commitments and actions
- Implement projects elevating student voice and supporting students' engagement in civic and community life

Eligibility & Selection Criteria

Current NEA Foundation grantees are ineligible for a concurrent funding opportunity. A successful proposal will also make an individual ineligible for other NEA Foundation funding opportunities until the grant is successfully completed and closed out.

*Specialized instructional support personnel (SISP) include professionals such as school counselors, psychologists, social workers, occupational therapists, library media specialists, speech pathologists and others.

**Education support professionals (ESPs) are defined as: paraeducators, school bus drivers or other transportation staff, custodial and maintenance staff, food services staff, school nurses, health aides and other health and student services staff, clerical staff, security staff, skilled trades staff, and technical services staff.

Fund Expenditure Deadline

The grant will fund activities for 12 months from the date of the award.

HOW TO APPLY

The application window typically opens in mid-June and closes in mid-September.

For more information, visit <https://www.neafoundation.org/educator-grants-and-fellowships/envision-equity-grants/>.



Funds for **Prospective Teachers, Teacher Candidates, and Current Teachers**

NEA Foundation Student Success Grants

ALLOCATION AMOUNT

\$1,500-\$5,000

per applicant.



KEYWORDS

COLLABORATIVE PROJECT

EDUCATION EQUITY

OPPORTUNITY GAPS

Who is it for?

The grant is available to public school educators, specialized instructional support personnel, and education support professionals who are current members of the National Education Association. It is intended to improve student development through project-based learning experiences.

How can these funds be used to support equity initiatives and humanize the K-12 space?

The funds can be used to support projects that set rigorous learning goals and engage students in critical thinking, real-world problem-solving, and collaboration. The projects should also promote equity and address opportunity gaps. The NEA is looking for projects designed for collaboration that are sustainable and adaptable for future use by other educators.

Eligibility & Selection Criteria

Current NEA Foundation grantees are ineligible for a concurrent funding opportunity. A successful proposal will also make an individual ineligible for other NEA Foundation funding opportunities until the grant is successfully completed and closed out.

*Specialized instructional support personnel (SISP) include professionals such as school counselors, psychologists, social workers, occupational therapists, library media specialists, speech pathologists and others.

**Education support professionals (ESPs) are defined as: paraeducators, school bus drivers or other transportation staff, custodial and maintenance staff, food services staff, school nurses, health aides and other health and student services staff, clerical staff, security staff, skilled trades staff, and technical services staff.

Fund Expenditure Deadline

The grant will fund activities for 12 months from the date of the award.



HOW TO APPLY

The application window typically opens in mid-June and closes in mid-September.

For more information, visit <https://www.neafoundation.org/educator-grants-and-fellowships/student-success-grants/>.

Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

The National Board for Professional Teaching Standards Certification Incentive Program

ALLOCATION AMOUNT

Subsidy grant: \$2,500

for teachers who initiate the process of pursuing certification from the National Board for Professional Teaching Standards when teaching at a high-priority school.^{**}

Incentive grant: \$5,000 annually to National Board-certified teachers who agree to teach at a high-priority school^{**} for five years, for a total of up to \$25,000.

KEYWORDS

NATIONAL BOARD CERTIFICATION

HIGH-PRIORITY SCHOOLS

Who is it for?

Subsidy grant: Teachers who are interested in pursuing National Board certification and are teaching at a high-priority school.^{**}

Incentive grant: Current National Board-certified teachers who are assigned to teach^{*} at a high-priority school^{**} at least 50% of the time.

How can these funds be used to support equity initiatives and humanize the K-12 space?

Awardees must commit to teaching for five years in a high-priority school.^{**} The funds can support teachers working in high-priority schools^{**} where there is often high turnover of teachers and staff. These additional funds for teachers also acknowledge the financial burden of the certification process and the professionalism of undergoing this additional certification.

Eligibility & Selection Criteria

Subsidy grant: Teachers need to initiate the process of applying for certification from the National Board for Professional Teaching Standards at a high-priority school^{**} in order to be eligible for a \$2,500 award.

Incentive grant: Teachers need to be National Board-certified, currently teaching at a high-priority California public school^{**}, and agree to continue doing so for five years to be eligible for a \$5000 annual award and a total of up to \$25,000.

2025-2026 High Priority Schools^{**}

*For purposes of these awards, "assigned to teach" may include, but is not limited to, a teacher leadership role as a peer assistance and review coach, mentor, or other teacher support provider if the position does not require an administrative credential.

**A high-priority school is currently defined as a school with 55% or more of its pupils (unduplicated) classified as an English learner, foster youth, or eligible for free or reduced-price meals.

Fund Expenditure Deadlines

Subsidy grant: The subsidy payments will be sent directly to NBPTS on behalf of the candidates to cover the cost of components. Subsidy awards will be reflected in the recipients' individual accounts with NBPTS.

Incentive grant: This one-time incentive award of \$25,000 is paid in \$5,000 installments for five consecutive years. The annual payment shall be made upon completion of the school year, and upon approval of a district-certified application.

HOW TO APPLY

Application for the Subsidy program opens on September 1, 2025.

Application for the Incentive program opens on November 3, 2025.

For more information, visit <https://centerx.gseis.ucla.edu/national-board/support/>.



Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

McCarthey Dressman Education Foundation Teacher Development Grant



KEYWORDS

TEACHER GRANT

INQUIRY-BASED TEACHING

PROFESSIONAL GROWTH

Who is it for?

K-12 teachers with prior experience willing to "integrate fresh strategies that encourage critical inquiry".

How can these funds be used to support equity initiatives and humanize the K-12 space?

This grant supports individual teachers or a group of educators to design and implement innovative, student-centered instruction that addresses diverse learning needs and fosters inclusive, inquiry-based environments.

Eligibility & Selection Criteria

Licensed K-12 teachers employed in public or private schools who:

1. have the background and experience to complete the project successfully
2. are willing to work in collaboration with the Foundation



Fund Expenditure Deadline

Funds are unrestricted, but the fund expenditure timeline should be indicated in the application.

HOW TO APPLY

Applications are typically open annually from January 15-April 15.

For more information, visit <https://mccartheydressman.org/teacher-development-grants/>

Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

TEACH Grant

ALLOCATION AMOUNT

\$3,772



KEYWORDS

TEACHER GRANT

HIGH-NEED FIELD

LOW-INCOME STUDENTS

Who is it for?

Undergraduate and graduate students pursuing teaching in high-need fields at low-income schools.

How can these funds be used to support equity initiatives and humanize the K-12 space?

The TEACH Grant offers unique opportunities to teacher candidates of all backgrounds, mitigating the socio-economic strain that teacher candidates experience in teacher preparation programs. This grant also supports the preparation and retention of educators who are committed to serving low-income students in high-need fields.

Eligibility & Selection Criteria

- US citizens or eligible non-citizens
- Must complete the Free Application for Federal Student Aid (FAFSA)
- Enrolled at a TEACH-Grant-eligible school and program (undergraduate, graduate, or post-baccalaureate)
- Maintain a cumulative GPA of at least 3.25 OR score above the 75th percentile on standardized exams like the SAT, ACT, GRE, GMAT, etc.
- Complete annual TEACH Grant Entrance and Exit Counseling, and sign the “Agreement to Serve or Repay” each year
- Must teach full-time for four academic years in a high-need field (e.g. STEM, special ed, bilingual education, reading specialist, etc.), at a low-income public or nonprofit K-12 school
- Service must be completed within eight years of leaving a qualifying program

Fund Expenditure Deadline

There is no specific deadline; however, recipients are required to sign an Agreement to Serve or Repay. This agreement obligates them to work as a full-time teacher for four years; otherwise, the grant will be converted into a loan.

HOW TO APPLY

The deadline to apply depends on your higher education institution.

For more information, visit <https://studentaid.gov/understand-aid/types/grants/teach#more-info>



Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

Milken Educator Awards

ALLOCATION AMOUNT
\$25,000



KEYWORDS

**INNOVATIVE
INSTRUCTIONAL PRACTICES**

LEADERSHIP

**EARLY- TO MID-
CAREER EDUCATORS**

Who is it for?

Recipients are selected in early- to mid-career for what they have achieved and for the promise of what they will accomplish to strengthen the K-12 profession long-term.

How can these funds be used to support equity initiatives and humanize the K-12 space?

The Milken Educator Awards empower educators who demonstrate exceptional commitment to inclusivity, strong relationships with the community, and student-centered teaching. Most recipients exhibit at least one or all of these attributes.

Eligibility & Selection Criteria

- Exceptional educational talent as evidenced by effective instructional practices and student learning results in the classroom and school;
- Exemplary educational accomplishments beyond the classroom that provide models of excellence for the profession;
- Individuals whose contributions to education are largely unheralded yet worthy of the spotlight;
- Early to mid-career educators who offer strong long-range potential for professional and policy leadership; and
- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

Fund Expenditure Deadline

None/unrestricted.

HOW TO APPLY

Recipients are selected and are usually announced completely to their surprise at school-wide assemblies.

For more information, visit <https://www.milkeneducatorawards.org/>.



Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

Classified School Employee Teacher Credentialing Program

ALLOCATION AMOUNT

Up to **\$4,800**



KEYWORDS

CREDENTIALING PROGRAM

TEACHER SHORTAGE

Who is it for?

Eligible applicants are Local Education Agencies (LEAs)—school districts, county offices of education, or charter schools—interested in securing grant funding to recruit and support classified staff who already hold an associate or higher degree to complete a bachelor's degree and earn a California teaching credential.

How can these funds be used to support equity initiatives and humanize the K-12 space?

This grant addresses California's teacher shortage in STEM, special education, and transitional kindergarten by giving LEA an opportunity to recruit classified school employees who are often from diverse backgrounds and support them to further their education in becoming teachers.

Eligibility & Selection Criteria

Participants to be supported by LEA should commit to completing one school year of classroom instruction after earning their preliminary teaching credential.

Fund Expenditure Deadline

Not available.

HOW TO APPLY

For more information, visit <https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>.



Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

California Credit Union Foundation Grant

ALLOCATION AMOUNT

\$500



KEYWORDS

**INNOVATIVE
CLASSROOM PROJECT**

TEACHER GRANT

Who is it for?

Los Angeles County teachers who have an innovative class project for the spring quarter.

How can these funds be used to support equity initiatives and humanize the K-12 space?

This grant equips teachers with extra funding to implement creative projects that enhance learning and benefit as many students as possible.

Eligibility & Selection Criteria

- Teachers applying for this grant must be affiliated with a school that is partnered with either California Credit Union or North Island Credit Union.
- The classroom project should have clearly defined learning objectives tied to students' academic needs, display creativity, and benefit a significant number of students.

HOW TO APPLY

The application deadline is typically at the end of March.

For more information, visit <https://www.ccu.com/about/in-the-community/> and <https://www.sdcoe.net/about-sdcoe/news/post/~board/news/post/north-island-credit-union-foundation-looking-to-fund-innovative-county-teacher-projects>.



Funds for **Prospective Teachers**,
Teacher Candidates,
and **Current Teachers**

Voya Unsung Heroes Awards Program

ALLOCATION AMOUNT

\$2,000 per person for
50 finalists.

Of the 50 finalists, three will be selected for additional financial awards: First place will receive \$25,000; second place will receive \$10,000; and third place will receive \$5,000.

KEYWORDS

**INNOVATIVE
CLASSROOM PROJECT**

TEACHER GRANT



Who is it for?

K-12 educators with innovative classroom projects.

How can these funds be used to support equity initiatives and humanize the K-12 space?

This award funds innovative projects that address diverse student needs, promote inclusive learning, and enhance engagement through creative and meaningful instruction.

Eligibility & Selection Criteria

- Employed by an accredited K-12 public or private school located in the United States.
- Full-time educators, teachers, principals, paraprofessionals, or classified staff.

Fund Expenditure Deadline

None/unrestricted.

HOW TO APPLY

The application deadline is typically at the end of April.

For more information, visit <https://apply.scholarsapply.org/unsungheroes/information.php>.

Funds for **School Districts, LEAs, COEs, IHEs, and NGOs**



Funds for
**School Districts,
LEAs, COEs, IHEs,
and NGOs**

U.S. Department of Education Office of Special Education and Rehabilitative Services (OSERS): Preparation of Special Education and Early Intervention Administrators Grant (84.325D)

ALLOCATION AMOUNT

\$1.5 million for
up to 6 individual
organizations.

KEYWORDS

SPECIAL EDUCATION



Who is it for?

Institutions of Higher Education and nonprofit organizations that are seeking to promote more effective training for special education.

How can these funds be used to support equity initiatives and humanize the K-12 space?

These funds can be used to advance equity initiatives and humanize the K-12 environment by addressing state-identified gaps in the preparation of personnel who serve children with disabilities, including infants and toddlers. By investing in training and development grounded in evidence-based practices and real-world experience, educators and service providers can be better equipped with the skills and knowledge needed to support all learners effectively.

Eligibility & Selection Criteria

Institutions of Higher Education must offer a doctoral degree program that prepares scholars in special education. Nonprofit organizations must have cooperative agreements with institutions that offer the above program.

Fund Expenditure Deadline

None/unrestricted.

HOW TO APPLY

The application deadline is typically at the end of June.

For more information, visit <https://www.ed.gov/grants-and-programs/grants-special-populations/grants-individuals-disabilities/personnel-development-improve-services-children-disabilities/preparation-of-special-education-and-early-intervention-administrators-84325d#purpose>.

Funds for
**School Districts,
LEAs, COEs, IHEs,
and NGOs**

Personnel Development to Improve Services and Results for Children with Disabilities at Minority-Serving Institutions (84.325M)

ALLOCATION AMOUNT

\$4.5 million for up to 18
individual organizations.

KEYWORDS

SPECIAL EDUCATION
**MINORITY-SERVING
INSTITUTIONS**



Who is it for?

Institutions of Higher Education and nonprofit organizations that are seeking to promote more effective training for special education.

Eligibility & Selection Criteria

- Institutions of Higher Education must offer a bachelor's degree, certification, master's degree, educational specialist degree, or clinical doctoral degree program that prepares scholars in special education, early intervention, and related services at a Historically Black College or University (HBCU), Tribally Controlled College or University (TCCU), or other Minority-Serving Institution (MSI).
- Nonprofit organizations must have cooperative agreements with institutions that have the above programs.

Fund Expenditure Deadline

None/unrestricted.

How can these funds be used to support equity initiatives and humanize the K-12 space?

These funds can:

1. Help address state-identified needs for personnel preparation in special education, early intervention, related services, and regular education to work with children, including infants, toddlers, and youth with disabilities; and
2. Ensure that those personnel have the necessary skills and knowledge, derived from practices that have been determined through scientifically based research, to be successful in serving those children.

HOW TO APPLY

The application deadline is typically at the end of June.

For more information, visit <https://www.ed.gov/grants-and-programs/grants-special-populations/grants-individuals-disabilities/personnel-development-improve-services-children-disabilities/personnel-development-improve#purpose>.

Funds for
**School Districts,
LEAs, COEs, IHEs,
and NGOs**

California Teachers Association Institute for Teaching (CTA IFT) Community Organizing Grant

ALLOCATION AMOUNT
\$75,000 per year

KEYWORDS

COMMUNITY-BUILDING

Who is it for?

Base building community organizations and CTA local unions looking to build powerful and sustainable partnerships to fight for educational equity.

Eligibility & Selection Criteria

- CTA locals can demonstrate a commitment from leadership to working in partnership with a community organization.
- CTA locals have established internal organizing structures and strong member engagement.
- The local chapter's assigned CTA Primary Contact Staff must also sign off on the grant application.
- Community organizing partners must demonstrate a commitment to working in partnership with the local union.
- Community organizing partners must have a base-building organizing model, an active membership, organizing capacity in impacted communities, and successful organizing experience.
- The partners have previously engaged in work together joint actions or other organizing activities.
- There is an outline of a joint strategic campaign that the partners plan to organize together to meet shared goals.
- Grant funds may not be used to participate in any political campaign on behalf of or in opposition to any candidate for public office, or to otherwise influence the outcome of any specific public election, including ballot initiatives.

Fund Expenditure Deadline

Within two years of the grant award date.



How can these funds be used to support equity initiatives and humanize the K-12 space?

The funds could be used to support cultural centers to bring community knowledge into schools, amplify student and family voices, and build culturally sustaining partnerships. Similarly, the funds could be used to host multilingual forums and advocacy training for families from underserved communities to build trust, center parent expertise, and challenge exclusionary school cultures. The funds could also be used to support student-led equity councils, peer mentoring, or youth participatory action research. Such initiatives would empower marginalized students to drive change, improve sense of belonging, and humanize student experiences.

HOW TO APPLY

The application deadline is typically in mid-September.

For more information, visit <https://www.cta.org/document/ift-community-organizing-grant-application-pdf-fillable>.

Funds for
**School Districts,
LEAs, COEs, IHEs,
and NGOs**

Local Control Funding Formula (LCFF) Equity Multiplier (Prop 98)

ALLOCATION AMOUNT

\$300 million



KEY WORDS

EQUITY

NON-STABILITY RATES

Who is it for?

Schools that have prior year non-stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent, as reported in the California Department of Education's Stability Rate Data file.

Eligibility & Selection Criteria

Funding will be automatically calculated for each eligible school site and will be allocated to Local Education Agencies through the Principal Apportionment based on the statutory formula.

How can these funds be used to support equity initiatives and humanize the K-12 space?

LEAs must use these funds on evidence-based services and support for student groups that have the lowest performance level on one or more state indicators on the Dashboard. The funds can also be used to address any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable. This could include investment in supports shown to foster and sustain more diverse educator workforces.

LEA and school leaders can utilize Equity Multiplier funds to prioritize teacher retention, including practices that humanize teachers and the teaching profession: for example, a focus on mental health, teacher identity development, and work-life balance.

Funds could be used to bolster community engagement to address chronic absenteeism, including but not limited to: home visits, hiring a parent/community liaison, and establishing stipends for workgroups to design and implement creative ways to improve student engagement, feelings of belonging, and a sense of community.

Fund Expenditure Deadline

Funds must be spent by the end of the school fiscal year. Any unspent funds will roll over to the next school year.



The California Educator Diversity Team

Bios & Contact

Stanley L. Johnson Jr., Ph.D.

Senior Project Scientist

stjohnson@gseis.ucla.edu

Stanley L. Johnson Jr., Ph.D. is a Senior Project Scientist at the UCLA Center for the Transformation of Schools, where he leads the California Educator Diversity and Computational Thinking Equity projects. He is also an educational consultant, researcher, and practitioner with an extensive background in K-12 leadership, teacher education, and learning sciences with an emphasis in language and literacy development. He holds additional roles as a researcher at the UCLA Black Male Institute and as a board member of the Los Angeles County Board of Education, where he served as president during the 2024–25 school year.

Prior to working at CTS, Dr. Johnson previously served as consultant for the Los Angeles County Office of Education (in School Improvement, District Capacity Building, and Curriculum and Instructional Services) and a Managing Director of Teacher Leadership Development for Teach for America where he supported and built capacity with Program Improvement schools and districts in the areas of effective language arts instruction and Common Core State Standards (CCSS) through professional development, coaching, and providing technical assistance to educational leaders and classroom teachers. Dr. Johnson was also the Founding Principal of the 100 Black Men of the Bay Area Community School in Oakland, CA and he began his career in education through Teach for America, where he taught all levels of English/Language Arts and Advanced Placement English at Centennial High School in Compton, CA. Johnson was awarded a promotion to Program Coordinator, a district office administrative position in curriculum and instruction, after successfully serving as Centennial's Western Association of Schools and Colleges (WASC) Self-Study Chairperson and getting the school's accreditation reinstated.

With respect to academic research, Johnson critically examines effective secondary English teachers who implement culturally relevant and sustaining pedagogical and instructional practices in their classrooms to close literacy gaps and address their students' academic, social, and emotional needs. Johnson is particularly interested in how Advanced Placement English teachers facilitate high levels of engagement for their high achieving boys of color (and especially African American males) by ensuring that they have access and exposure to language and literacies of power.

Johnson received his Ph.D. in Education (Urban Schooling) from the UCLA Graduate School of Education & Information Studies, his Master of Arts in Secondary Education along with clear teaching and administrative credentials from Loyola Marymount University, and his Bachelor of Arts in American Literature and Culture with college honors from UCLA. Johnson is the recipient of numerous academic distinctions and community service awards. He received the Randall C. Bacon Alumni Achievement Award from the Western Province of Kappa Alpha Psi, Inc. In 2010 and the National Science Foundation-sponsored Colloquy on Minority Males in Science Technology Engineering Mathematics summer fellowship at Johns Hopkins University. In addition, UCLA presented him with the Distinguished Teaching Assistant Award for his outstanding teaching of undergraduate students' significant contributions to the educational community. Johnson lives in View Park, enjoys reading, spending time with family, and is an avid, nationally ranked tennis player who competes regularly.



Grace Kim, Ph.D.

Research Analyst

Grace Kim is a Research Analyst at UCLA's Center for the Transformation of Schools, where she supports various teams including, but not limited to, the Educator Diversity team and the Computational Thinking Equity Project (CTEP). Prior to working at CTS, Grace cultivated her research skills at education research organizations in the Bay Area, Philadelphia, and Irvine. Grace is equipped in both quantitative and qualitative research methodologies and is passionate about addressing critical education policy questions regarding racial and socioeconomic inequality in school experiences and outcomes. Grace holds a Ph.D. in Education from the University of California, Irvine. Her dissertation focuses on various facets of school climate and discipline.



Erika Yagi

Doctoral Candidate & Researcher

Erika Yagi is a PhD student in Social Science & Comparative Education at UCLA's Graduate School of Education & Information Studies. Her research field focuses on Third Culture Kids' (TCK) home-language retention in the context of learning barriers. TCKs are often defined as persons who grow up outside of their parents' cultural environment(s) whose intention is to return to their passport nations. Erika identifies as a TCK herself, as she spent most of her formative school years in Egypt and Kenya. She also received her master's degree in Education from UCLA. Prior to attending UCLA, Erika obtained her B.A. in Elementary Education and German, and worked as an elementary school teacher at an international school in Cameroon. She currently works as a classroom teacher and as an assistant administrator at a community based, non-profit weekend Japanese language school in LA. She is passionate about teaching in both of her home languages; English and Japanese.

