

# SESSION DESCRIPTION

## Improving the CTE Teacher Pipeline

ACTE has defined the educator pipeline – attracting, supporting and retaining the teacher and administrator workforce – as a priority. Although the teacher pipeline does not affect every program it is a true challenge for particular program areas and threatens to impact more programs in the future. Learn about new initiatives being implemented to address this challenge, ideas that you might use in your own search to secure and retain the future educator workforce, and resources to support your current educator workforce.

# Connecting Education and Careers



## Improving the CTE Teacher Pipeline

**ACTE**<sup>®</sup>

# Our Own Skills Gap

## A Serious Shortage of CTE Teachers



- Nine percent of teachers leave the profession annually
- 1/5 of new hires quit teaching within 3 years
- In urban areas, 50% of educators quit after 5 years
- 30% decline in enrollment in traditional teacher prep programs 2008-2016 (729,082 to 465,536)

Source: U.S. Department of Education, Office of Postsecondary Education, Enrollment in Teacher Preparation Programs

# Our Own Skills Gap



## A Serious Shortage of CTE Teachers, but...

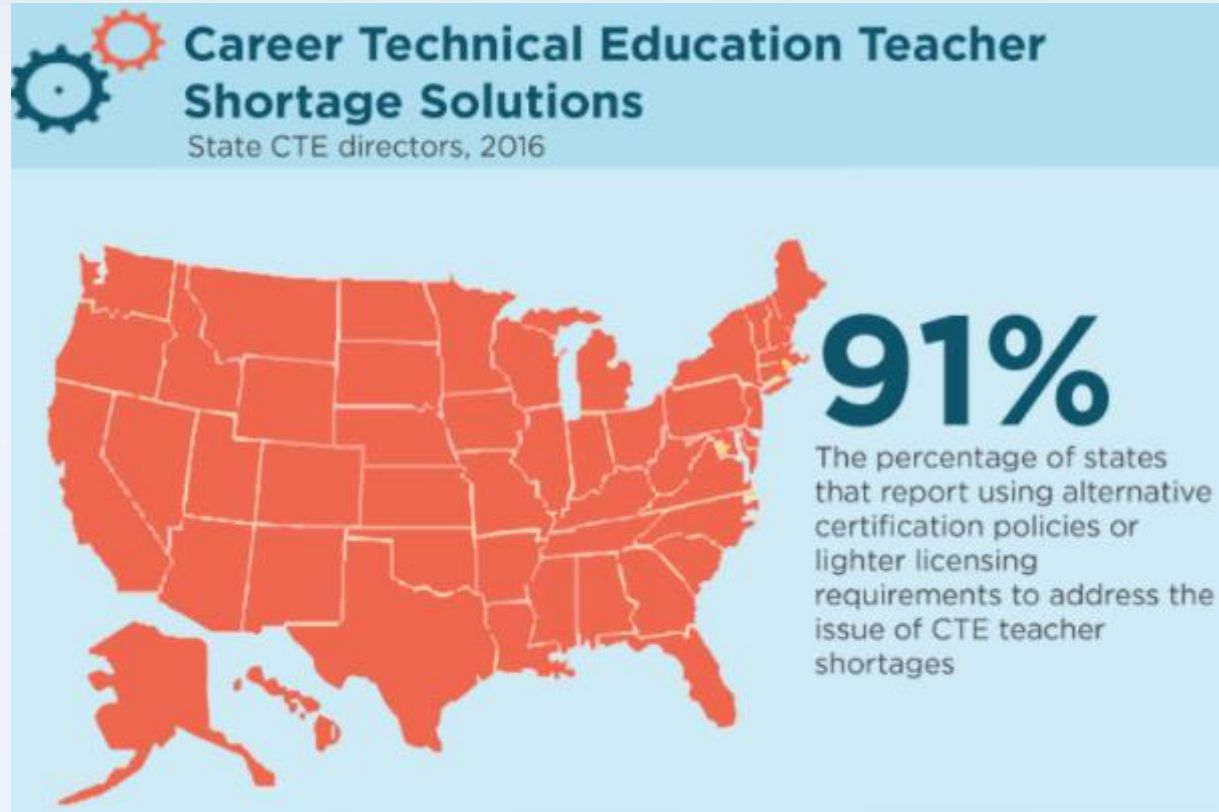
- Shortages are selective, varying by state, subject and school
- Nationally more teacher licenses are being awarded, but 20 states have seen decreases in recent years, some by one third to almost one half
- gap in the share of the teaching workforce who are minorities or individuals of color—in all fields

# Alternative Certification Programs

State controlled system to bring non-traditional teachers into subject specific classrooms

Most programs require a minimum # of years work-based experience and concurrent course work to build teaching skills

Research shows high quality alt-certification programs and added training are equally effective for student achievement



[www.teachercertificationdegrees.com/alternative](http://www.teachercertificationdegrees.com/alternative)

# ACTE Reg. III Teacher Shortage Project



- ACTE (national) funded project
- Region is leading a review of research, data and best practices related to teacher shortage, recruitment and retention strategies
- Surveying current CTE pre-service teachers and new teachers (1-3 years) regarding their interest and pathways to education
- Developing strategies for a toolkit and making additional recommendations



# NYC Success Via Apprenticeship Program (SVA)



- Established 1984
- Partnership between NYC Public Schools, City Dept. of Education, UFT & public universities
- 5 ½ year experience that include 3 components:
  1. Salaried teaching internship
  2. College level academic study
  3. Relevant work experience in industry



<http://svaprogram.wixsite.com/svaprogram>

# Guilford County Schools Alternative Certification Track (GCS-ACT)



- Year-long teacher licensure training program, since 2008
- Targets teachers who come in with expertise in the content area they will teach, but not an education degree or its equivalent
- Master teachers assigned as mentors

<https://www.gcsnc.com/Page/1839>



# Washington State activities



- Since 2001, the state has distributed block grant funding of \$2 million to encourage districts to support “Alternative Routes to Teacher Certification”
- WA currently funds 19 programs that partner districts and state colleges/universities to develop pathways along 4 different “Routes to Certification”
- WA Professional Educators Standards Board (PESB) encouraging school districts to develop “Grow Your Own” Teacher programs, providing resources and technical assistance to help them partner with local universities and colleges.

## Bethel (WA) School District promo video

<https://www.youtube.com/watch?v=24Ewjiv8rCE>

# EnCorps STEM Teachers Program



- Founded in 2008 & operates in 6 locations in Central/Southern CA
- Selects, trains and supports STEM industry professionals and military vets exploring a career change into teaching
- “pre-service volunteering”
- Includes many immigrant professionals with strong STEM background

<https://encorps.org/>

# Recent Strategies and Programs



# High School Teacher Pathway

## **OCTAE**

Office of Career, Technical  
and Adult Education

New initiative to improve CTE programs assisted under the Perkins Act by increasing the supply of high school CTE teachers for CTE programs that align to In-Demand Industry Sectors or Occupations in States and communities where shortages of such teachers exist.

- [Portland Community College](#)
- [Tennessee Department of Education](#)
- [The School Board of Broward County](#)
- [Southeast Kansas Education Service Center](#)
- [New Jersey Department of Education](#)

<https://cte.ed.gov/initiatives/high-school-cte-teacher-pathway>

# Broward Educating Superior Technology Teachers (BESTT)

- Computer Science (CS) and Information Technology (IT) focused
- Offers non-CTE-teachers the chance to become CS/IT CTE certified
- Recruits industry professionals into the Broward College's Educator Preparation Institute to become CTE educators
- Incentivizes Broward College Education Pathway students to pursue CS/IT courses and the Business Education 6-12 certification
- Offers high level courses and a Community of Practice as well as mentor teachers and faculty

**OCTAE**

Office of Career, Technical  
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<https://cte.ed.gov/initiatives/high-school-cte-teacher-pathway>

# Southeast Kansas Education Service Center, KS

- Seeks to create a *Kansas Statewide CTE Mentoring Network* aligned with Kansas' In-Demand occupations
- Online Beginning Mentor Institute and in-person Regional Trainings
- Developing an online Community of Practice and creating online Explorations modules
- Instituting a marketing campaign to increase public awareness

**OCTAE**

Office of Career, Technical  
and Adult Education

<https://cte.ed.gov/initiatives/high-school-cte-teacher-pathway>

# New Jersey Department of Education, NJ

- Seeks to increase the supply of high school CTE teachers in program areas aligned with New Jersey's In-Demand industry sectors
- Two-pronged approach:
  1. Implement an Industry Fellows program to enable industry experts to co-teach on a part-time basis
  2. Implement a CTE Teacher Bridge Program to enable general education teachers to become CTE teachers

**OCTAE**

Office of Career, Technical  
and Adult Education

<https://cte.ed.gov/initiatives/high-school-cte-teacher-pathway>



# Portland Community College, *OR High School CTE Teacher Pathway*

- Seeks to increase recruitment and retention of skilled HS CTE teachers in program areas aligned with the In-Demand industry sectors
- Will develop and implement two models:
  1. Recruit business and industry professionals interested in becoming CTE teachers (with requirements)
  2. Recruit fully licensed teachers in non-CTE areas that need required planned and coordinated work experiences to add a CTE endorsement

**OCTAE**

Office of Career, Technical  
and Adult Education

<https://cte.ed.gov/initiatives/high-school-cte-teacher-pathway>

# Tennessee Department of Education, *Experienced Professionals in the Classroom (EPIC)*

- Aligns existing funding and program requirements for its Occupational Educator Preparation Programs (EPP)
- Partnering with a community college to pilot a cost effective associate degree level Occupational EPP
- Pilot a district-led Occupational EPP to better meet local demand for effective high school CTE teachers
- Piloting co-teaching models with industry partners to provide rural districts access to high quality CTE instruction in AdvMan
- Employing district-postsecondary-industry partnerships to pilot GYO CTE Educator Programs in local school districts.

**OCTAE**

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<https://cte.ed.gov/initiatives/high-school-cte-teacher-pathway>

# Retaining Teachers

Highly effective **teachers** want to stay in the profession. They love what they do, and strive to expand their impact at the school, district, state and national levels.

**Retaining** effective **teachers** requires schools, districts, and Administrators to implement specific strategies aimed at retention.

- **Proper ‘On-boarding’**
- **Mentoring**
- **Professional Development Plans**



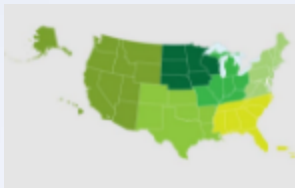
Educators Rising is a CTSO dedicated to developing aspiring teachers. Starting with high school students, they provide passionate young people with hands-on teaching experience, sustain their interest in the profession, and help to cultivate the skills needed to be successful educators. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference.

- 2,400 schools
- 35,000 students
- 51% of student membership students of color
- 23 states are Educators Rising affiliates



# NATIONAL TEACH AG CAMPAIGN

## NOMINATE A FUTURE AG TEACHER



## DATA & RESEARCH



## PROMISING PRACTICES

## ORDER A TEACH AG KIT

## Tagged to Teach Ag Kit



Kits contains:

**Tshirt**  
Pen  
Button  
Personalized Card  
Hootie  
Fun Packaging  
Lapel Pin  
Luggage Tag  
Lanyard



<https://www.naae.org/teachag/index.cfm>

## Say Yes to FCS

### Top Five Reasons To Become a Family and Consumer Sciences (FCS) Educator

- You want to make a difference in people's lives.
- You enjoy helping others develop skills to be successful at home and work.
- You enjoy flexibility and variety in your work.
- You are patient, nurturing, creative, organized, and self-motivated.
- There is a shortage of FCS educators, which means there are many jobs available throughout the country!

#SayYestoFCS

<https://www.aafcs.org/sayyes/home>

## Family & Consumer Sciences

# Educator Day

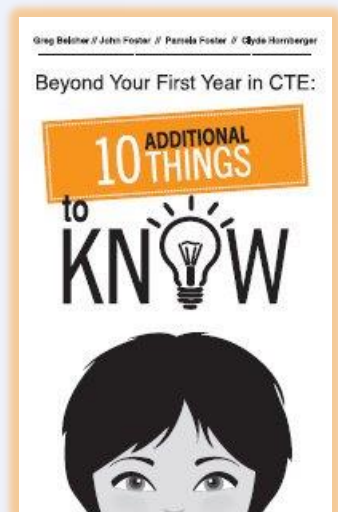
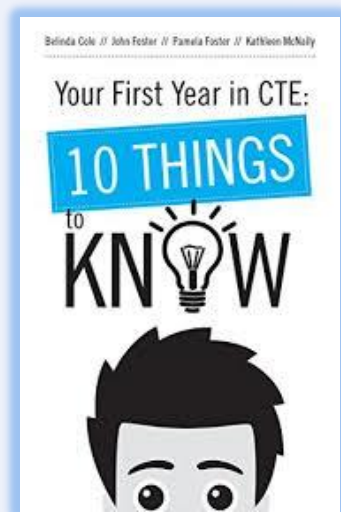
#FCSedDay #SayYestoFCS



Family and Consumer Sciences  
Education Association



# Supporting New Teacher & Administrator Success



<https://www.acteonline.org/publications/shopacte/>

## 2018–19 TECHNIQUES EDITORIAL CALENDAR



- **September:** InnoVISION
- **October:** In the Internet of Things
- **November/December:** CTE Teacher Shortage
- **January:** Business & Community Partnerships
- **February:** Engaging Students Through CTE
- **March:** Advancing Access & Equity
- **April:** Making the Case for Family & Consumer Sciences
- **May:** The Future of Career Development





## High Quality CTE Framework

### Prepared and Effective Program Staff

- a. CTE educators in the program of study meet minimum state, district and/or institution certification and licensing requirements.
- b. CTE educators maintain up-to-date knowledge and skills across all aspects of an industry and have appropriate industry-relevant credentials.
- c. CTE educators maintain relevant evidence-based pedagogical knowledge and skills.
- d. CTE educators engage in ongoing, rigorous professional development on a wide range of topics covering all elements of a high-quality CTE program of study, as described in ACTE's Defining High-quality CTE: Quality CTE Program of Study Framework, which might include pursuit of advanced educator certification.
- e. CTE educators demonstrate leadership and commitment to the profession.
- f. CTE educators have the time, resources and supports to implement all elements of a high-quality CTE program of study, as described in ACTE's Defining High-quality CTE: Quality CTE Program of Study Framework.
- g. CTE educators, academic educators, counselors, administrators and other relevant staff collaborate regularly and frequently to coordinate curriculum, instruction, assessment and extended learning activities and to analyze data for program improvement.

<https://www.acteonline.org/high-quality-cte/>

**Thank  
You**

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