Effective Recruitment and Retention Strategies through Partnerships

#TQPSummit17
## Session Format

- National perspective – Judy Corcillo (moderator), National Association for Alternative Certification
- Mobilizing National Educator Talent (mNET) – Dr. Belinda Gimbert, The Ohio State University (OH)
- Delaware ARTC and TTT programs – Frank Livoy and Rob Grey, University of Delaware (DE)
As a national professional organization, NAAC advocates for the recruitment, selection, preparation, support and retention of educators through alternative pathways. Our flagship event is an annual conference that brings together program directors, district administrators, state agency administrators, researchers and other stakeholders to share ideas about recruitment, preparation and retention. We also publish a peer-reviewed Journal that promotes research about alternative pathways. We reward the success of new teachers with annual awards to outstanding new educators who are recent completers of alternative certification programs. Through our website, we provide access to a searchable national database that is an excellent recruitment resource. We’ve also completed research on retention of alternatively certified teachers which I’ll share more about later in this presentation.
The national database is the result of a collaboration between NAAC and the non-profit Center for Career Changers to the Classroom. It can be accessed from NAAC’s website and from the ccteach website, and as you can see from this screenshot it provides state-by-state information on certification requirements and pathways for both alternative and traditional certification. It allows prospective teachers to search for programs in each state and provides detailed information submitted by the programs, such as entry requirements, clinical experiences, fees, etc. Its updated every summer, and programs that want to be added can find a template on the ccteach website to complete and submit. We’re constantly adding new programs to the database.
There’s been a lot of focus on enrollment in teacher preparation programs dropping dramatically in recent years. However, a close look at the numbers from the Title II reports shows a reversal in this trend for alternative certification programs. In 2012-13, we had approximately 56,000 enrollees in alt cert programs, the next year enrollment increased to over 59,000 and the following year hit almost 61,000. In fact, in non-IHE based programs, the upswing began a year earlier. I think when the 2015-16 numbers come out, we’ll continue to see similar increases.
Alt cert programs have not only had recent success in recruiting more participants, the Title II numbers show success in attracting a more diverse pool of participants than traditional certification programs. This is important due to the changing demographics of the student population. The National Center for Education Statistics projects that by 2024 the student population in America will be 54% non-white.
If we want to reach ALL students, it’s important that our educator population more closely matches the diversity of our student population. A report just released by the IZA Institute of Labor Economics on *The Long-Run Impacts of Same-Race Teachers*, indicates some of the specific benefits of students’ having same-race teachers. For example, they found that low income African American students who had same race teachers performed better on standardized tests, had significantly lower drop-out rates in high school, and had a higher likelihood of aspiring to attend a four-year college.
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Specifically, the breakdown for Black and Hispanic teacher candidates is significant, with non-IHE based programs showing the highest percentages of Black and Hispanic candidates.
Alternative Certification programs also have more gender diversity. While traditional programs enroll approximately 23% male candidates, alternative certification programs enroll on average 31-34% male candidates.
Finally, alternative certification programs have been shown to enroll more candidates in persistently high-need areas where teacher shortages are severe. Alternative certification programs have proportionally more candidates in high-need areas such as math, ESL, special ed and science than traditional programs.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Traditional</th>
<th>Alternative IHE Based</th>
<th>Alternative not IHE based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>6%</td>
<td>9%</td>
<td>18%</td>
</tr>
<tr>
<td>ESL</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Special Education</td>
<td>17%</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>General Science</td>
<td>3%</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Biology</td>
<td>2%</td>
<td>3%</td>
<td>12%</td>
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</tbody>
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Source: U.S. Department of Education, Office of Postsecondary Education, Higher Education Act Title II Reporting System
Why are alternative certification programs successful at recruiting more diverse candidates into teaching? Perhaps because...

They work with their partners to determine the needs of hiring districts and use that to inform recruitment into the prep program

They’ve successfully honed their recruitment efforts to target and attract more males and non-white candidates

They’ve designed their programs to offer flexibility and individualization that is attractive to many prospective teachers – such as career changers who’ve already earned a bachelor’s degree, or

All of the above
The flip side of the recruitment issue is retention – we have to keep more teachers in the classroom. The good news is we’re actually making more progress on retention in very recent years than many people realize. The dire situation from a decade ago when teachers were leaving the profession at rates of up to 50% in their first 5 years is starting to improve. The National Center for Education Statistics published a report in 2015 that looked at data from the Beginning Teacher Longitudinal Study from AY 2007-08 through 2011-12. It found that 77% of all new teachers from 2007-08 continued teaching throughout all 5 subsequent years. Moreover, the retention rates were practically the same whether teachers entered through alternative routes or traditional routes.
As mentioned earlier, NAAC published a study on retention which also showed recent promising results. The study can be accessed at jnaac.com in the Fall 2016 issue.
The researchers looked at the three-year retention rates of two cohorts of alternatively certified teachers coming from programs in 15 different states. The first cohort included 1,329 completers, and the second cohort included another 634 completers. The three-year retention rate for the first cohort was 83%, while the three-year retention rate for the second cohort was 92%.

Individual studies of specific programs, like the two represented on our panel today, have also shown positive retention results. For example, the evaluation report for the mNET project indicates that of the new teachers of record prepared in the five years of the grant, cohorts 1-4 have had an overall retention rate of 82% at the end of 5 years. In Delaware, a study done by TEMBO for the Delaware General Assembly found that the Delaware Alternative Routes to Teacher Certification program had a 3-year retention rate of 86% and a 6-year retention rate of 74%, compared to retention rates of 79% and 63% for traditionally prepared teachers in Delaware. Another NAAC member program, iteach Texas, which is run by Diann Huber whose speaking on another panel down the hall, recently published a white paper quantifying the retention rates of the 5,460 public school teachers they certified from 2004-2009. They found that 86% of the newly certified teachers remained in teaching for at least 3 years.
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