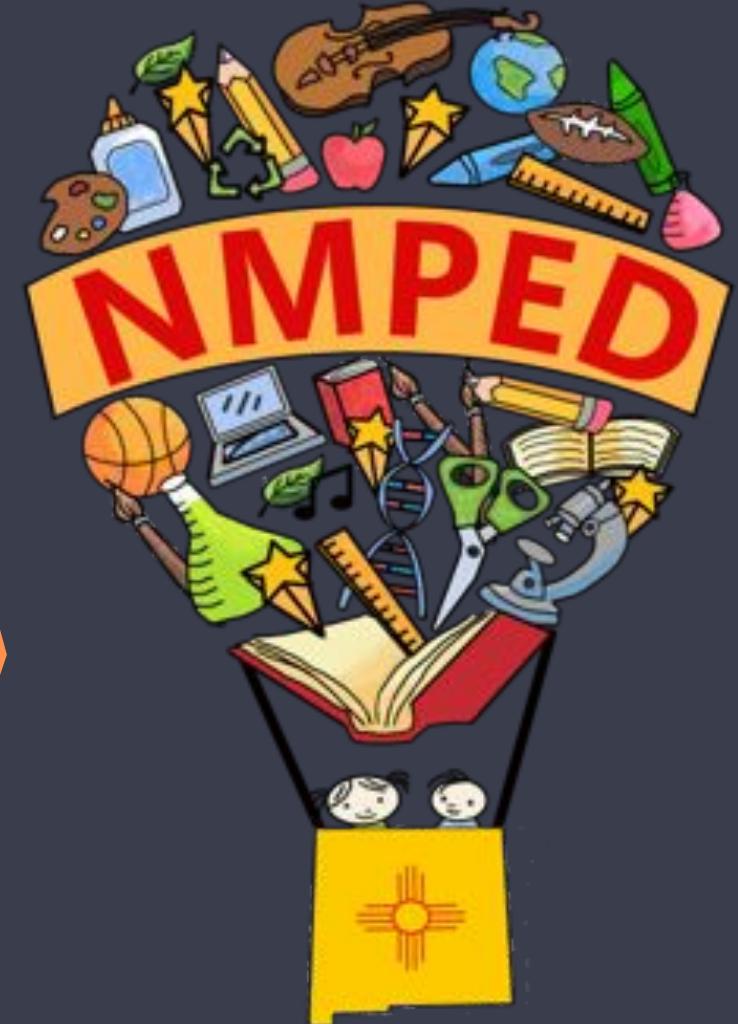


Welcome

Building a Sustained Educator
Workforce Pipeline

February 23, 2022

Investing for tomorrow, delivering today.



LEA Workshop Series: Strategic Planning & Use of ESSER Funds

NM PED sponsored series in partnership with Region 13 Comprehensive Center at WestEd

January & February 2022 Sessions

- Budgeting & Planning for Accelerated Learning with EBI Strategies (Jan. 12th)
- Student-Centered Budgeting to Support Equitable Learning Outcomes (Jan. 26th)
- Planning for the Equitable, Sustainable Allocation of Resources (February 9th)
- **Building a Sustained Educator Workforce Pipeline (February 23rd)**

LEA Workshop Series: Strategic Planning & Use of ESSER Funds

NM PED sponsored series in partnership with Region 13 Comprehensive Center at WestEd

Today's Session

Objective: Build the knowledge and mindset of LEA leaders to build a sustained educator workforce pipeline

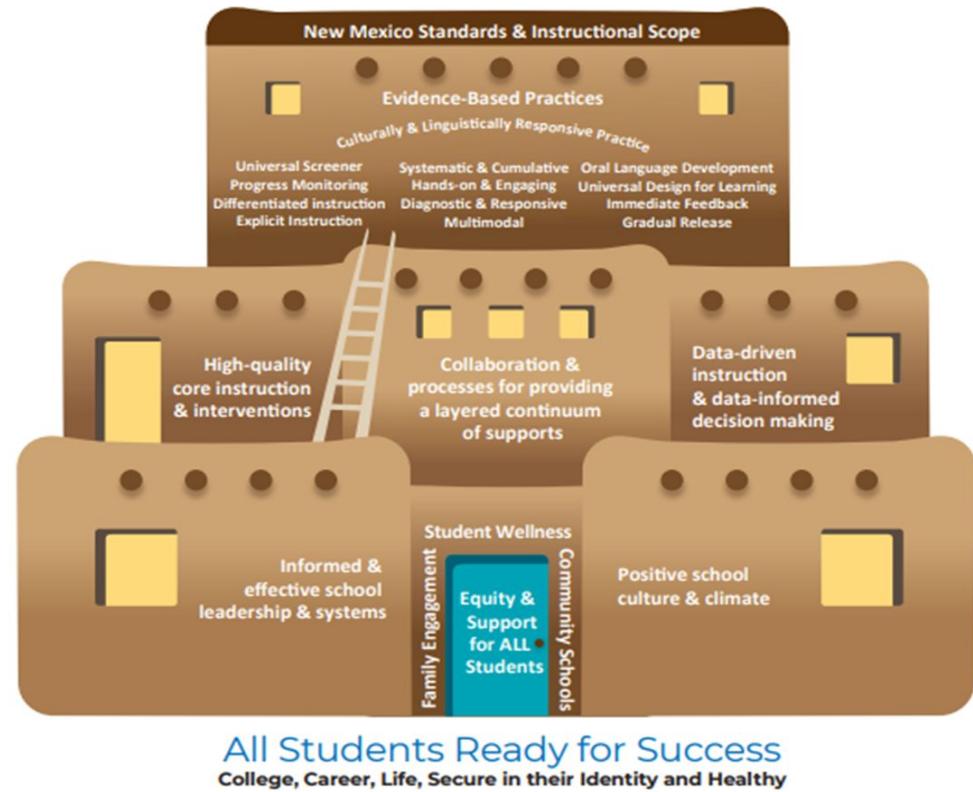
Agenda:

- > Presentations by NM PED and WestEd
- > Small group breakout session to discuss and share ideas
- > Closing for whole group share out and final comments

What We Know: Educators Matter!

- » Educators are the biggest lever to greater levels of student achievement.
- » Educators are the foundation for all student-focused initiatives.
- » Student benefits to diverse and highly-qualified educators are paramount for their educational success.

Supporting Evidence-Based Practices with the Seven Core Components of MLSS New Mexico Multi-Layered System of Supports and Evidence-Based Practices



Warm-up

Poll: What is the top educator issue in your LEA today?

1. Recruitment for classroom vacancies in general
2. Recruitment for classroom vacancies for specific subjects
3. Recruitment for non-classroom vacancies (cafeteria, bus drivers, admin)
4. Retention of current staff
5. Morale and mental health of staff
6. Support and professional development structures for new educators



AGENDA

- » The Educator Shortage: A National Crisis
- » Current Context in New Mexico
- » Strategies for Strengthening the Educator Pipeline using ARP One-time Funds
- » **Breakouts:** Sharing What's Working and What's needed
- » Q&A and Closing

The Educator Shortage: A National Crisis

National Crisis: Key Teacher Shortage Statistics

Teacher shortages made headlines in every single state in 2021. Two-thirds of school districts nationwide currently report teacher shortages (Frontline, 2021).

This crisis pre-dates the pandemic:

- In 2015-16, 79% of schools reported high vacancies and 36% reported vacancies were “very difficult to fill”.
- From 2010 to 2017, teacher preparation enrollment was down by 33%.
- Beginning in 2018 and for the first time ever, a majority (54%) of parents discourage their children from becoming teachers.

National Crisis: Key Teacher Shortage Statistics

This crisis was greatly exacerbated by COVID 19:

- 55% of teachers are planning to leave the classroom earlier than anticipated due to COVID-19.
- Among teachers planning to leave because of the pandemic, 64% said their pay wasn't sufficient to merit the risk or stress, making low teacher pay the top reason for COVID-19-related staff departures.

Pipeline is Shrinking:

Graduation Rates Declining for Education Programs

	2005-06	2018-19	Percentage change
<i>Education</i>	107,238	83,946	-22%
Humanities	261,696	274,513	5%
Social & behavioral sciences	249,619	277,164	11%
Natural sciences & math	105,899	178,485	69%
Computer sciences & engineering	128,886	234,940	82%
Business	318,042	390,564	23%
Health professions	91,973	251,355	173%
Other fields	221,596	326,466	47%
All fields	1,485,242	1,920,750	29%

Source: *The Supply Side of the Teacher Shortage*, American Association of Teacher Education, Feb 8, 2022.

Pipeline is Not Diverse:

Even Less So Compared to Other Public Sectors

	Degrees conferred	White	Latinx	African American	Asian/Pacific Islander	Native American	Two or more races
All fields	1,911,018	62%	15%	10%	8%	<1%	4%
Most Diverse Fields							
Homeland security, law enforcement, and firefighting	56,536	51%	23%	19%	3%	1%	3%
Public administration and social services	34,737	53%	19%	21%	3%	1%	4%
Psychology	113,107	55%	20%	13%	7%	1%	4%
Least Diverse Fields							
Education	82,896	75%	11%	7%	3%	1%	3%
Agriculture and natural resources	39,331	78%	10%	3%	4%	1%	4%

Current Context in New Mexico

New Mexico's Educator Pipeline

- » Vacancy rates are up 84% this year compared to last year.
- » Outside of teacher positions, vacancies for other roles include: counselors, speech language pathologists, and instructional coaches.
- » Prep enrollment went up, but completion went down.



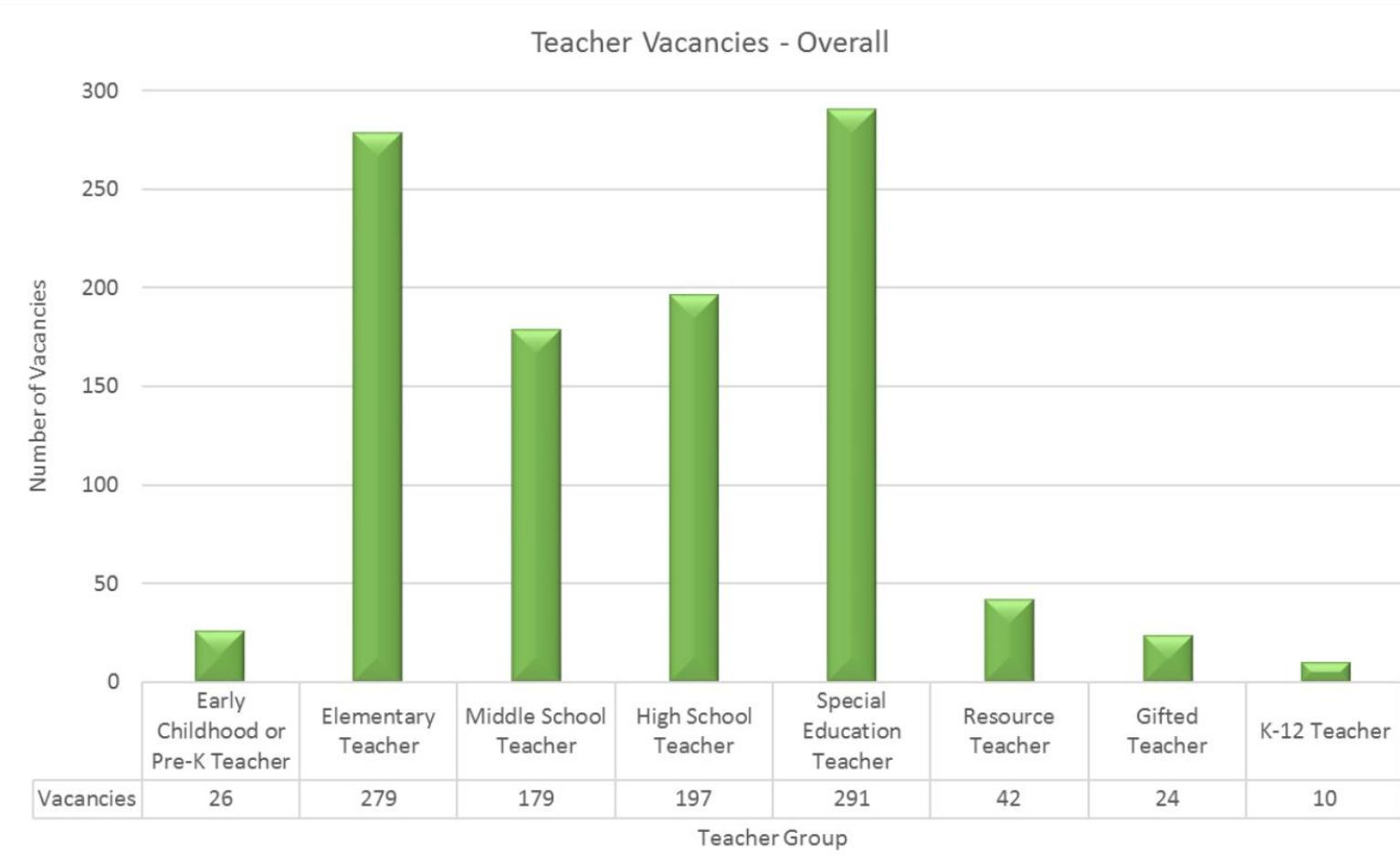
New Mexico's Educator Pipeline: *Larger Portion of Students Impacted*

Teachers	1,048
Educational/Instructional Assistants	456
Counselors	59
Speech Language Pathologists	52
Instructional Coaches	41
Emotional/Behavioral Support Providers	29
Administrators (Principals and Assistant Principals)	19
Educational Diagnosticians	13
School Psychologists	10
Total Vacancies	1,727

These vacancies represent over 20,000 students (or ~7% of the total NM student population) who are without a well-trained, permanent classroom teacher, according to union officials.

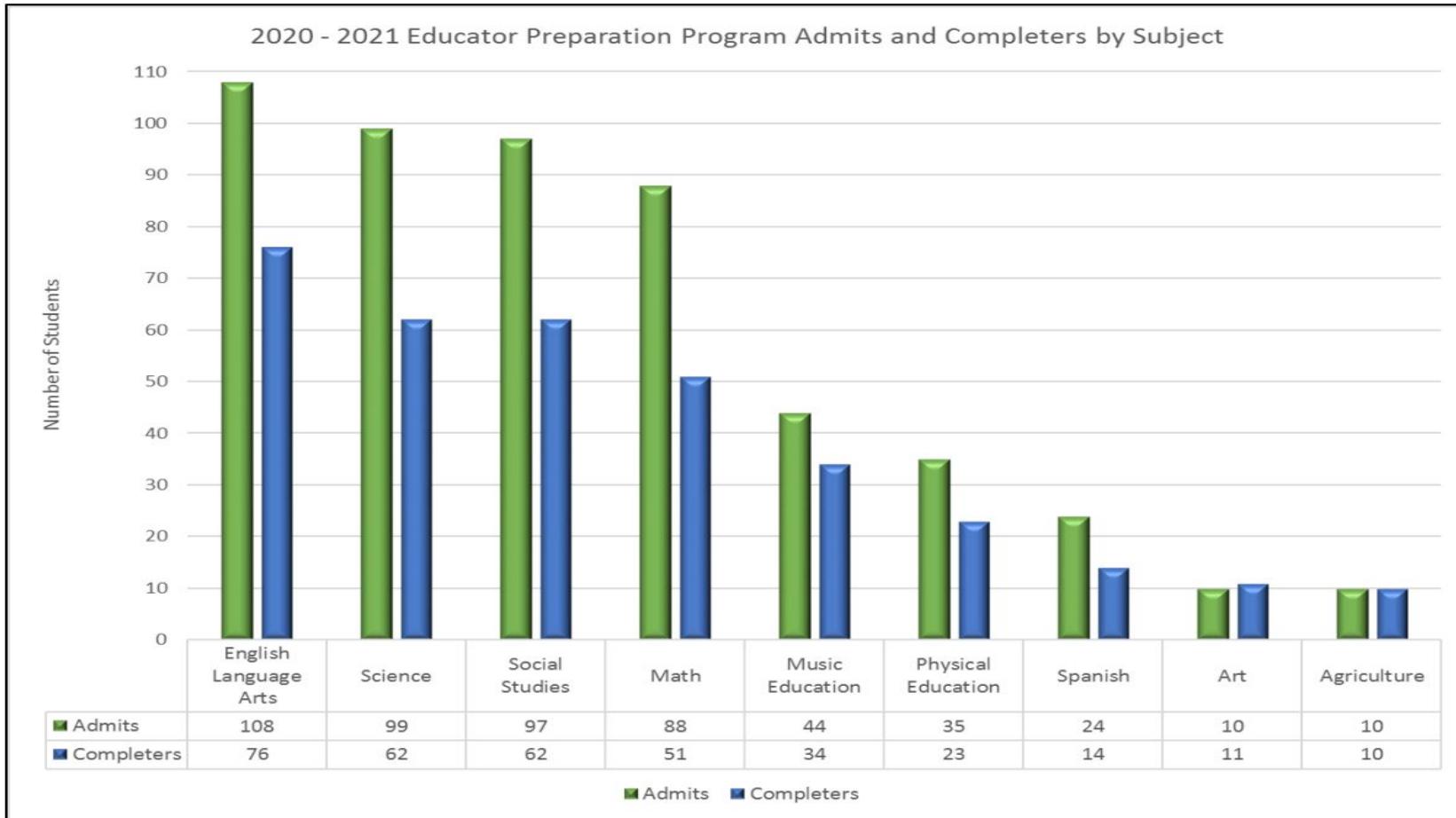
New Mexico's Educator Pipeline:

Majority in Special Education and Elementary Classrooms



New Mexico's Educator Pipeline:

Core Subjects See Fewer Completers



Reflection

- » Do these statistics reflect your experience? Yes or No.

- » If not, what nuances explain your local circumstance.

Drop your responses into chat.

Strategies for Strengthening the Educator Pipeline using ARP One-time Funds

Segmenting Fund Use: Three Types of Investments

Figure 1: Segmenting Fund Use Into Three Types of Investments

One Time	Short Term	System Innovation
<p>Truly one-time investments in infrastructure</p> <ul style="list-style-type: none">• Hardware and software (3-year to 4-year lifecycle)• Wi-Fi/broadband• Building upgrades and maintenance (10-year to 15-year lifecycle)• Curriculum adoption	<p>Short-term intensive investments to address students' immediate needs</p> <ul style="list-style-type: none">• Extended learning and/or summer learning for targeted student populations• High-dosage intensive tutoring• Additional staffing to assess and address social-emotional well-being for students, educators, and families	<p>Investments in system innovation for sustainable improvement in practice</p> <ul style="list-style-type: none">• Core staff capacity building to increase instructional quality and advance equity• Improved coordination of services for students with multiple types of needs (e.g., English learners who also receive special education)• Universal screening and intervention data systems• Talent pipelines (teachers and classified staff)

Can ARP funds be used to address the educator shortage?

“Let us be clear: ARP provides vital resources to hire additional educators and school staff and to improve compensation to recruit and retain educators and school staff. School districts should act with urgency to keep schools open for in-person learning and ensure they do not waste this opportunity to make critical investments.”

– Secretary Cardona,
Dear Colleague Letter,
December 2021

Action to Address Shortages:

New Mexico 2021 Legislative Session Results

- » 7% salary increases
 - > Minimum set for teacher tiers
 - > Minimum wage increase for employees at \$15/hour
- » Funding teacher residencies (\$15.5 million)
- » Stipends for student teaching (\$6 million)
- » Increase in SEG to support teacher mentorship (\$10 million)

Actions to Address Shortages:

Accessing Already Retired Educators

- Introduce flexibilities that bring retired educators back into the school for the next year or two and still receive their pensions.
- As an added incentive to retain current staff eligible for retirement, employees can in some cases begin receiving pension payments while still working.
- ***New Mexico Action:*** Legislation passed that shortens time that retirees can re-enter workforce from one year to 90 days



Actions to Address Shortages: *Expanding the Substitute Pool*

- » Colorado Substitute Stipend program which was instituted to encourage qualified individuals to apply for a substitute teaching certificate, offering a \$300 bonus for obtaining a license, undergoing training, and working a minimum of one day.
- » **New Mexico Action:** Waived fees for, among other things, background checks resulting in a large increase of substitute teachers.



Actions to Address Shortages: *Increase Support to School Sites*

- » Hire AmeriCorps members to tutor or mentor students, assist with administrative needs brought on by the pandemic, and provide creative enrichment support for students.
- » Partner with community-based organizations (CBOs) to support nutrition services, after school care, mentorship and tutoring for students. **CBOs may also help with teacher recruitment campaigns.**



Actions to Address Shortages: *Investing in the Pipeline*

- > Loan forgiveness, grants, or service scholarship programs in exchange for a commitment to teach in a high-need field or school
- > High-quality comprehensive teacher residency programs providing clinical experience
- > Professional development programs and mentoring models, particularly for newer teachers

Actions to Address Shortages:

More New Mexico Actions

The NM ARP State Plans includes following to address educator shortages:

- » Expanding licensure waivers and access to credentials
- » Support on professional development and mentorship
- » [The Expanding Opportunities project](#) provides loan repayment, increased pay and advanced licensure for school-based mental health providers, as well as stipends for trainees
- » [Educator Fellows](#): a newly launched program in September 2021 and funded by ARP to help education assistants become qualified teachers.

Non-Funding Based Strategies to Consider

- » Offer more flexible part-time instructional roles to attract more certified, non-employed educators back into the candidate pool.
 - > For example: Offer “job share” or other flexible work arrangements for retired teachers and other certified, non-employed teachers.
 - > Offer “adjunct” teaching or substitute roles for retired teachers and other certified, non-employed teachers at the secondary level.

Non-Funding Based Strategies to Consider

- » Think about efficiencies or staggered schedules to meet increased demand for non-instructional personnel.
- » Districts can explore administrative or operational changes to extend the reach of personnel more effectively.
 - > For example: **Stagger school bell schedules to allow for multiple bus route cycles.**

Applying our knowledge

How can ARP funds be leveraged to hire additional bilingual teachers?

Immediate/ short-term

- » Recruit additional substitute teachers with higher daily pay and fee waivers
- » Offer stipends or other compensation to incentivize additional teachers to obtain bilingual certification

Medium to long-term

- » Apply for and receive additional state funding for large number of certified bilingual teachers in the LEA

Funds available to support this:

- State funds to address educator shortage (substitute fee waiver)
- ESSER III, American Rescue Plan
- Title II: Teacher Quality

Breakout discussion

Breakout Prompts

What is working?

- In your LEA, what strategies have had a positive impact on recruitment and retention?

What is needed?

- What are the most urgent needs in your LEA this year around educator shortages?

What is possible?

- What strategies are possible in your LEA to recruit and retain more educators next year? *Consider one-time, short term, and system categories.*

Welcome Back: Reflecting on the Discussion

Share highlights from your group:

- » What is working?
- » What is needed?
- » What is possible?

What action will you take based on the information presented today?

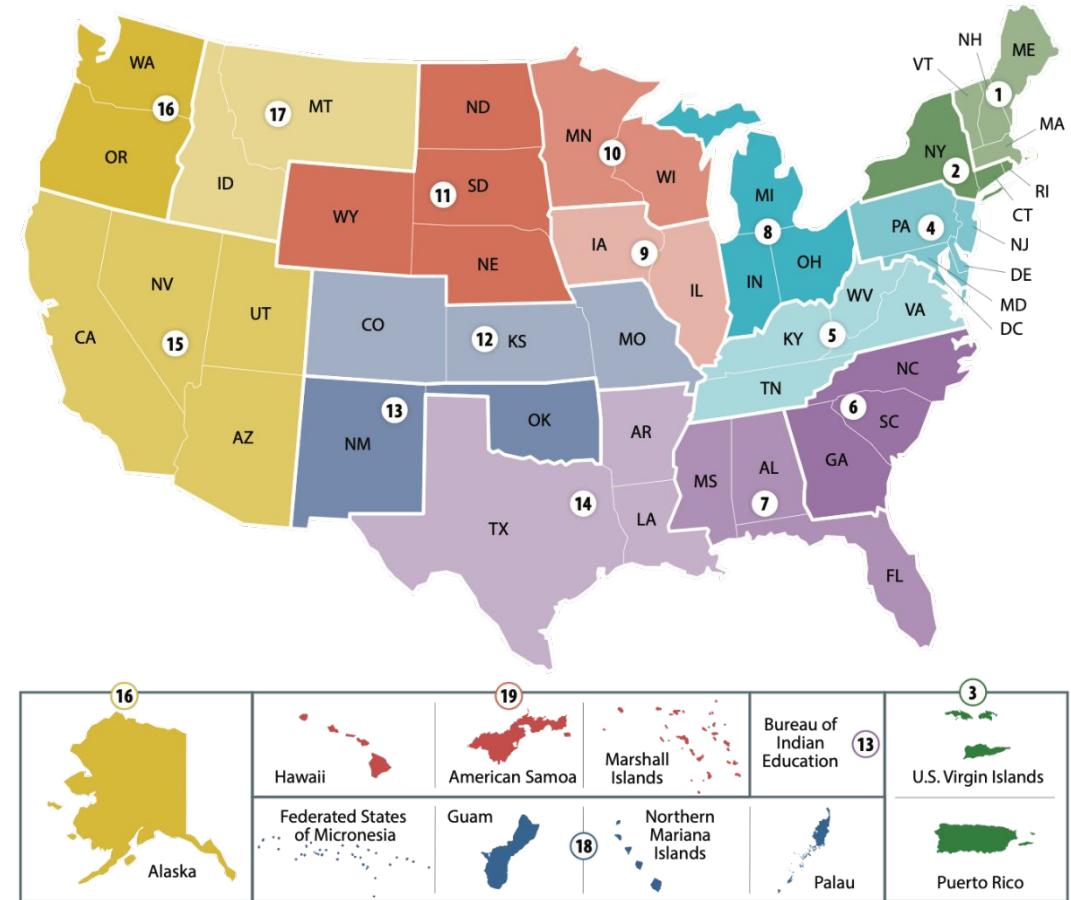
Thank you!



Comprehensive Centers Program (2019–2024)

- » The Comprehensive Centers Program is a federally funded network of technical assistance centers comprised of 19 regional centers serving clusters of states and one **national** center providing universal and targeted multi-state support to address common high-leverage problems among states.

CCNetwork
Regional
Centers



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