Illinois’ Educator Pipeline
Fall 2019 Data Analysis, Challenges, & Opportunities
• The educator pipeline analyses in this presentation reflect data through Fall 2019, at which time Illinois was experiencing a severe educator shortage.

• COVID-19 will have unknowable consequences for the educator workforce in Illinois. While teacher shortages have decreased in some prior recessions/crises, that has not always been the case.

• We do know that COVID-19 school campus closures will have significant impacts to student learning, particularly for our most vulnerable learners.

• Now, more than ever, our students will need highly-effective, diverse educators to help make up learning loss and close equity gaps.
THE EDUCATOR PIPELINE

A robust, highly-effective, educator workforce requires a comprehensive approach to the entire educator pipeline.
LANDSCAPE OF DEMAND

Unfilled positions, high-need subject areas, and regional variance
Illinois is facing a teacher shortage, as well as unprecedented demand for non-instructional staff

Most unfilled positions today are non-instructional

Unfilled Positions in Illinois by Type, 2002-2019

*Prior to 2017, “Paraprofessionals” were included in the “School Support Personnel” category

72% of unfilled teaching positions are concentrated in four main subject areas

Unfilled Teaching Positions by Subject Area, 2019

- **Special Education**: 759 positions, 41%
- **STEM**: 228 positions, 12%
- **Bilingual/ESL**: 203 positions, 11%
- **Elementary**: 146 positions, 8%
- **Other**: 522 positions, 28%

Source: ISBE Unfilled Positions (2019)
While most unfilled positions are in urban districts, our most severe vacancy rates are primarily in more rural areas.

RECRUITMENT

Educator preparation program candidates
Illinois’ drop in educator preparation program (EPP) enrollees impacts the number of completers entering the workforce

Source: Title II Data Tools (2018)
From 2012-17 Illinois had a ~50% decline in completers, more than any other state in the nation

Source: Title II Data Tools (2018)
New teacher supply does not meet our states’ need

Educator Prep Completers vs. Open Positions, 2017

More EPP completers are particularly needed in high-need subject areas

State investment in teacher recruitment dropped dramatically in 2010

PREPARATION

Regional Analysis
Many districts are located inaccessibly far from an Illinois educator preparation program

- Teacher candidates are more likely to launch their careers in districts near their preparation program and student teaching placements*
- ~150 districts are located over 30 miles away from the nearest educator preparation program in Illinois (2017)

*Research from Krieg, Theobald, & Goldhaber (2017) and others

*Source: Preparation program addresses from Title II data tools (2018)
Public preparation reaches even fewer regions of Illinois

Illinois’ public 4-year colleges tend to have larger and more affordable programs than private NFP colleges; community colleges in Illinois do not currently offer educator preparation.

From 2009-2017, alternative certification programs disappeared from all of Illinois but Cook County.

*In 2017, 3 programs graduated completers. However, Illinois reported 5 programs still in operation.

Source: Title II Data Tools (2018)
SPED teacher preparation programs and completers have decreased over time

**Sources:** Title II Data Tools (2018)

**Programs**
- **2012-16:** Dropped from 71 to 53
- **2016-17:** Rose from 53 to 59

**Completers**
- **2012-16:** Dropped from 1,992 to 902
- **2016-17:** Rose slightly from 902 to 912
Bilingual teacher preparation programs and completers have decreased over time

**Source:** Title II Data Tools (2018)

**Programs**
- **2012-15:** Dropped from 71 to 53
- **2016-17:** Rose from 53 to 59

**Completers**
- **2012-15:** Dropped from 1,992 to 902
- **2016-17:** Rose slightly from 902 to 912
- **2015-17:** Rose from 669 to 947

**2012-15:**
- Dropped from 1,482 to 669

**2015-17:**
- Rose to 72

*Source: Title II Data Tools (2018)*
STEM teacher preparation programs and completers have decreased over time

Source: Title II Data Tools (2018)
DIVERSITY
Teacher-student diversity gaps are pervasive across IL

Wherever there are students of color, Illinois has diversity gaps
Diversity decreases at every stage of the pipeline

*Illinois loses potential teachers of color in all phases of the educator pipeline, but recruitment into teaching and retention in the classroom are significant loss points*

Diversity of new teachers in Illinois has increased slightly

*From 2013-18, the share of new teachers who are Latinx grew from 7% to 9%.*

Source: ISBE (2019)
Retention rates by race vary, and more so over time

Black teachers are retained at lower rates from their first year in the classroom; while Latinx teachers’ early-career retention rates are similar to Whites in their first two years of teaching, they begin to decrease by year three in the classroom.

Source: ISBE (2019)
Many teachers of color report negative experiences once in the classroom

A September 2019 TeachPlus & EdTrust report found five main challenges that teachers of color face in the workforce:

1. They experience an antagonistic work culture that leaves them feeling unwelcome and/or invisible.
2. They feel undervalued because they take on more than their fair share of responsibility but are not recognized or compensated for the work that they do.
3. They feel that they are deprived of agency and autonomy in their schools because of an inability to tailor their teaching to the population of students they serve.
4. They feel that they are navigating unfavorable working conditions, which lack the supports needed for them to grow as professionals.
5. They bear the high cost of being a teacher of color, which takes a toll on them financially and psychologically.

DEVELOPMENT & RETENTION
Teacher retention rates vary widely across Illinois

- Illinois’ statewide retention rate (**85%**) is relatively high compared to the nation at-large. This average retention rate has remained consistent for the past five years.
- However, Illinois’ teacher retention rates vary widely across Illinois
  - Lowest LEA retention rate: **35%**
  - Highest LEA retention rate: **100%**

Source: ISBE, Illinois Report Card, 2018
Retention rates vary by race, and more so over time. **Black teachers are retained at lower rates from their first year in the classroom; while Latinx teachers’ early-career retention rates are similar to Whites in their first two years of teaching, they begin to decrease by year three in the classroom.**

Source: ISBE (2019)
Early-career retention rates are lower for teachers in bilingual positions but not in SPED

Source: ISBE (2019)
Most teachers leave the profession due to reasons related to working conditions.

Source: PKD Poll of the Public’s Attitudes Toward Public Schools (2019)
Low-retention schools disproportionately impact students of color and students from low-income homes.

THE EDUCATOR PIPELINE & COVID-19
COVID-19 & THE EDUCATOR PIPELINE

• COVID-19 will have unknowable consequences for the educator pipeline – while teacher shortages have decreased in some prior recessions/crises, this has not always been the case.

• COVID-19 will significantly hurt student learning, particularly for our students from low-income households and students of color who have less access to e-learning infrastructure.

• Many of the ~6K new teachers in Fall 2020 will be entering the classroom without their last semester of in-person coursework, a student teaching experience, nor completion of licensure exams – these teachers will need additional supports to be effective.

• Now, more than ever, our students need highly-effective, diverse educators to help make up learning loss and equity gaps caused by COVID-19
THANK YOU

For more information and reprint permission:

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