

## Introduction

Recruiting and retaining qualified and diverse Career Technical Education (CTE) instructors remains one of CTE's most persistent challenges. Through the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) planning process, states sought to tackle these challenges in a variety of ways, most notably 36 states targeted professional development for specific groups of educators, administrators or other CTE professionals.

Whereas the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) categorized teacher recruitment and preparation as a permissible use of state leadership funds, Perkins V lists these activities as a required use of state leadership funds (as well as permissible). Similarly, professional development remained a required use of state leadership funds in Perkins V, and was newly added as a permissible use.

To be specific, **state leadership funds are required to be used for:**

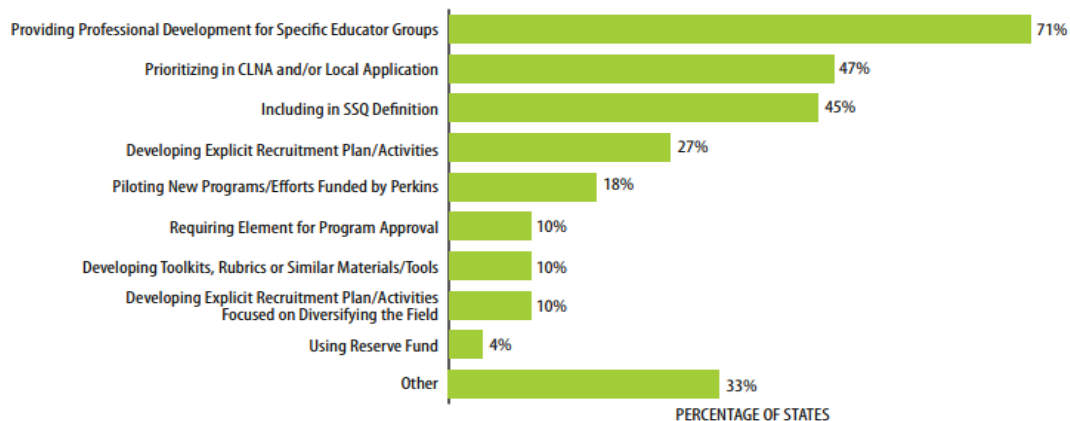
“recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs.”

**State leadership funds are not required but are permitted to be used for:**

“teachers, faculty, specialized instructional support personnel, and paraprofessionals providing career and technical education instruction, support services, and specialized instructional support services, high-quality comprehensive professional development that is, to the extent practicable, grounded in evidence-based research (to the extent a State determines that such evidence is reasonably available) that identifies the most effective educator professional development process and is coordinated and aligned with other professional development activities carried out by the State.”

## An Overview of How Teacher Recruitment and Retention Appears in State Plans

The below chart reports how teacher recruitment and retention appeared across all Perkins V state plans:



Some examples of “other” ways that teacher retention and recruitment is written about in state plans include:

- Developing opportunities for industry professionals to enter, and be successful in, the educator workforce;
- Revising CTE teacher licensing processes;
- Developing a pathway to become a CTE instructor that takes military and work experience into account;
- Creating guidance and supports for CTE instructors that need re-training, re-certifying or industry credentialing to increase retention;
- Putting externships and teacher mentorships in place; and
- Partnering with postsecondary institutions to implement CTE teacher certification and grow your own programs.

To learn more about how collaboration appears across state plans check out the full report on the [State of CTE: An Analysis of States’ Perkins V Priorities.](#)

## Oregon Plans Recruit a Diverse CTE Teacher Workforce

Oregon is one of five states leveraging [its Perkins V plan](#) to help diversify the CTE teaching profession (the other states are Florida, Minnesota, New Hampshire and Washington). Specifically, the state aims to recruit teachers from cultural and linguistic backgrounds that reflect Oregon’s learner population. To achieve this goal, the state plans to partner with the [Educator Advancement Council](#), a statewide education network focused on ensuring that the state has high-quality, well-supported and culturally responsive educators. Through this partnership, Oregon aims to create a comprehensive strategy focused on recruitment efforts in under-represented and under-served communities, as well as professional learning and supports for in-service teachers. The Council began its work in the fall of 2019, after it was formed by the state legislature.

*Oregon aims to recruit teachers from cultural and linguistic backgrounds that reflect Oregon’s learner population.*

Another way Oregon is committed to educator diversification is building partnerships with the higher education community, especially community colleges, to create a “grow your own” CTE teacher pipeline. Much of this is done by knocking on doors and cold calling to form new relationships with institutions of higher education. Both internal and external workgroups have been built up and consist of stakeholders to achieve the common goals of expanding and diversifying the CTE teaching profession. The internal workgroup consists of education specialists in different content areas, as well as other teams corresponding to the meeting agenda. The external workgroup consists of CTE coordinators, district CTE administrators and other representatives as dictated by the meeting agenda.

## Mississippi Recruits CTE Teachers from Business and Industry

In Mississippi, the [New Teacher Induction](#) (NTI) program is used to help industry professionals transition into a CTE instructor role by phasing in the state's licensure requirements over time while simultaneously providing these individuals with a system of supports. This program includes instruction on everything from educator pedagogy, how to be a successful teacher and content training of what will be taught. Originally, this program occurred over three years. However, when attrition was seen over the three years, the program was able to be condensed to one. Now, teachers will have three years to complete all licensure requirements, but the NTI methods piece all takes place over one year. The program includes Methods Trainers, who are considered some of the most successful instructors. These individuals assist in training new teachers within their content area and are also available during the entire year to answer questions and provide any needed support.

*This program has seen so much success largely because it is responsive to the needs of the industry professionals it aims to serve.*

This program has seen so much success largely because it is responsive to the needs of the industry professionals it aims to serve. As administrators learn what is needed to set the professionals up for success, they adapt. This could be seen when the timeline was changed from three years to one year, and by the combination of in-person and virtual courses that existed even before the pandemic. Now, the NTI program is engrained in the Mississippi [Perkins V state plan](#). Implementation of Perkins V continues to push this work forward, as there is statewide attention paid to the impact of this program. Its inclusion in the state plan will ensure that it continues to be re-assessed and improved.

## Looking Ahead

The states in this brief are taking deliberate steps to address their state's CTE skills shortage and talent pipeline challenges for its own workforce – the educator workforce. These are notable and persistent gaps. Tackling this challenge, alongside the imperative of the systemic challenge of the diversification of the educator workforce must be done in tandem. Research consistently points to a strong linkage between higher levels of learner achievement when they are taught by teachers who look like them. Yet 90 percent of the national CTE teacher workforce is White, while the majority of the country's learner population is now composed of students of color.<sup>1</sup> More can be done as states have largely underutilized the opportunity through Perkins V to prioritize CTE educator diversification, leveraging investments of state leadership funds, reserve funds, requirements in local applications and even the comprehensive local needs assessments (CLNAs).

<sup>1</sup> [https://cte.careertech.org/sites/default/files/files/resources/Building\\_Trust\\_Promote\\_Equity\\_CTE\\_Jan\\_2019.pdf](https://cte.careertech.org/sites/default/files/files/resources/Building_Trust_Promote_Equity_CTE_Jan_2019.pdf)