

# Teacher Recruitment and Retention

2022 ADEQUACY STUDY

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and the Interim House Committee on Education



**2022 Adequacy Report**





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## Introduction

For the past several adequacy studies, the Bureau of Legislative Research (BLR) has been asked to examine teacher recruitment and retention issues, in addition to the statutorily required analysis of teacher salaries, which will be discussed in a separate report. This report will provide information on Arkansas teachers, issues affecting schools’ ability to attract and retain qualified teachers, state efforts to attract teachers to particular districts and disciplines, research-based best practices, and relevant survey results.

## Arkansas Teachers

The next several tables provide information on Arkansas teacher demographics, educational background, and licensure information.

The first set of tables show racial and ethnic demographic information for Arkansas students compared to Arkansas teachers. The same data are also broken down by school districts and charter systems. Statewide, 90% of teachers are White and, 62% of students are White. Black/African American students make up a larger proportion of students at charters (49%) than they do at districts (19%). Black/African American teachers make up a larger proportion at charters (21%) compared to districts (7%). White teachers are still overrepresented in comparison to white students at both districts and charters.

Research shows that having teachers of color boosts the academic performance of all students, especially students of color who can also experience social-emotional and nonacademic benefits from having teachers of color (e.g. fewer unexcused absences and lower likelihoods of chronic absenteeism and suspension). Other teachers of color are likely to benefit as well as they may experience feelings of isolation, frustration, and fatigue when there are few other teachers of color in their schools.<sup>1,2</sup>

### *TEACHER DEMOGRAPHICS*

2021	American Indian	Asian	Black/African American	Hawaiian/Pacific Islander	Hispanic/Latino	Two or More Races	White
<b>AR Students</b>	1%	1%	20%	1%	12%	3%	62%
<b>AR Teachers</b>	0.5%	0.4%	7%	0.1%	1%	0.3%	90%
<b>Districts</b>							
<b>Students</b>	0.6%	1.3%	18.8%	0.8%	11.8%	3.4%	63.4%
<b>Teachers</b>	0.5%	0.3%	6.9%	0.1%	1.2%	0.3%	90.7%
<b>Charters</b>							
<b>Students</b>	0.6%	3.4%	49.4%	0.2%	11.6%	3.3%	31.6%
<b>Teachers</b>	0.7%	0.8%	20.7%	0.3%	1.8%	0.4%	75.4%

Source: DESE<sup>3</sup>

<sup>1</sup> Carver-Thomas, Desiree. “Diversifying the Teacher Workforce.” (April 2018). Learning Policy Institute.

<sup>2</sup> Oakes, J., et. al. (2020). *Improving Education the New Mexico Way*. Learning Policy Institute.

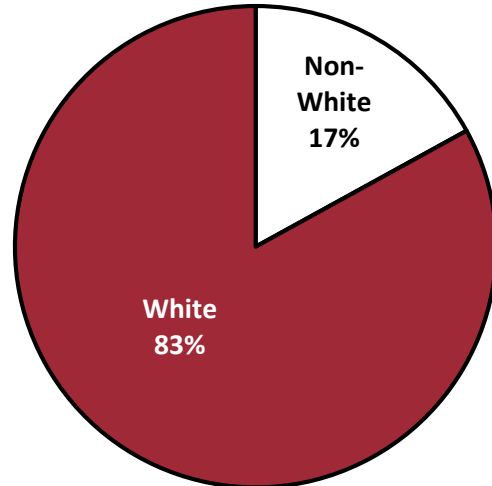
<sup>3</sup> <https://myschoolinfo.arkansas.gov/>

**Arkansas Teachers**

	American Indian	Asian	Black/ African American	Hawaiian/ Pacific Islander	Hispanic/ Latino	Two or More Races	White
<b>2017</b>	0.5%	0.3%	7.1%	0.0%	0.3%	0.7%	91.1%
<b>2018</b>	0.5%	0.3%	6.9%	0.0%	0.0%	1.2%	91.1%
<b>2019</b>	0.5%	0.3%	7.3%	0.1%	1.0%	0.3%	90.5%
<b>2020</b>	0.5%	0.4%	7.3%	0.1%	1.1%	0.3%	90.4%
<b>2021</b>	0.5%	0.4%	6.8%	0.1%	1.3%	0.3%	90.7%

Source: DESE<sup>4</sup>

The following graph shows the percentage of Educator Preparation Program (EPP) Completers in the 2020 school year.<sup>5</sup>



The next set of tables shows trends in teacher education and licensure. The first table shows that the percentages of teachers with bachelor’s degrees and master’s degrees have decreased over the last five school years. The average years of teacher experience has decreased as well. Meanwhile, the percentage of inexperienced or new teachers held fairly steady until 2021, when the numbers jumped to 35% from 18% the previous year. The percentage of teachers teaching out of field dropped as well, but the percentage of teachers with emergency/provisional credentials generally increased since 2017. The percentage of teachers considered completely certified also decreased over the past five years. The number of teachers with emergency teaching permits and the number of approved long-term substitutes have been increasing.

The percentage of attrition among teachers also increased in 2021 and the workforce stability index decreased. Attrition is defined as the percentage of teachers who were in the school or district in the previous year who did not return to that school or district the current school year.<sup>6</sup> The Workforce Stability Index (WSI) is the calculation used to “depict the strength or stability of a school or district’s faculty. It relies on the percentage of the faculty that are inexperienced, teaching out-of-field, provisionally licensed, and/or leaving the school or district each year.”<sup>7</sup>

<sup>4</sup> <https://myschoolinfo.arkansas.gov/>

<sup>5</sup> 2021 Educator Preparation Provider Quality Report

<sup>6</sup> <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/education-workforce-resources--data/education-workforce-data>

<sup>7</sup> <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/education-workforce-resources--data/education-workforce-data>

	Total Number of Teachers	Pct. Teachers with Bachelor's	Pct. Teachers with Master's	Average Years of Teacher Experience	Pct. Inexperienced <sup>8</sup>	Pct. Out of Field
2017	40,677	55%	39%	11.03	19%	3%
2018	40,856	49%	36%	10.80	19%	4%
2019	40,444	47%	36%	10.76	19%	2%
2020	40,622	46%	37%	10.74	18%	2%
2021	41,955	45%	37%	10.66	35%	2%

Source: DESE<sup>9</sup>

	Pct. of Teachers Completely Certified	Pct. of Teachers with Emergency/ Provisional Credentials	Emergency Teaching Permit (ETP)	Approved Long-term Substitute (LTS)	Percent Attrition	Workforce Stability Index
2017	100%	0.1%	N/A	179	18%	89.93
2018	96%	0.0%	N/A	207	18%	89.84
2019	96%	0.0%	256	254	19%	89.91
2020	93%	1.3%	365	287	18%	90.46
2021	93%	0.9%	390	328	21%	85.32

Source: DESE<sup>10</sup>

In 2017-18, NCES survey data showed that 90.6% of all public school teachers in middle and high schools in the United States had a regular or advanced teaching license. This is lower than 93% of Arkansas teachers considered completely certified in 2021.

Percentage of all public school teachers in middle or high schools	
License Type	Nation
Regular/Advanced	90.6%
Probationary	3.0%
Temporary	3.8%
Emergency	1.1%
None	1.5%

Source: NCES (2017-18)<sup>11</sup>

The following graphs show many of the teacher workforce data explored above broken down by categories of schools (district/charter, urban/rural, poverty quintiles, minority quintiles, district size, and successful schools).

<sup>8</sup> "Inexperienced" teachers are defined as teachers in first three years of teaching. See Arkansas Department of Education "Rules Governing Educator Support and Development," Rule 4.18 (Dec. 2017) (defining "novice teacher").

<sup>8</sup> <https://myschoolinfo.arkansas.gov/>

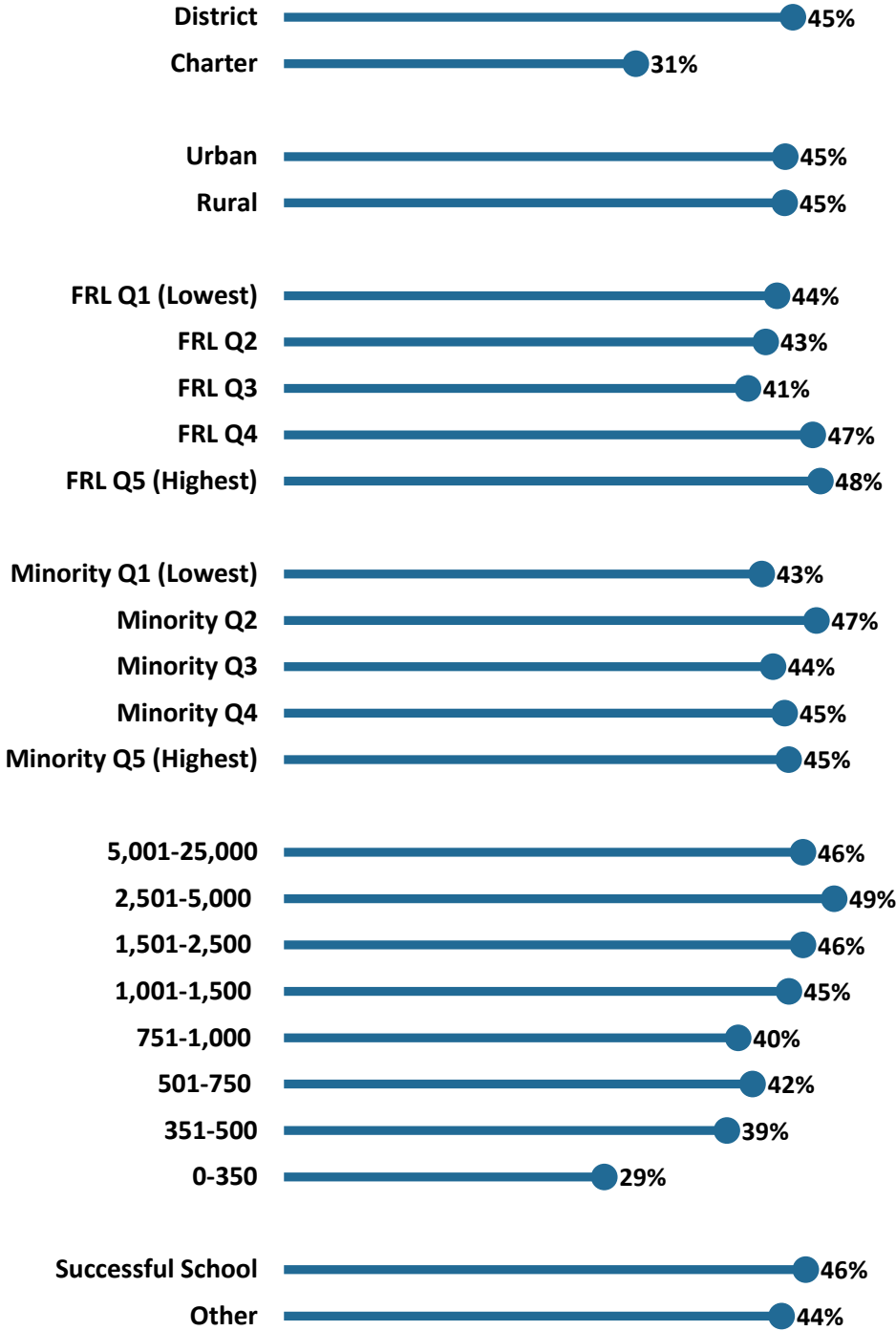
<sup>9</sup> <https://myschoolinfo.arkansas.gov/>

<sup>10</sup> <https://myschoolinfo.arkansas.gov/>

<sup>11</sup> Percentage distribution of teachers in public middle and high schools, by type of teaching certification, teacher main assignment, and selected school characteristics: 2017-18.

[https://nces.ed.gov/surveys/ntps/tables/ntps1718\\_20081702\\_t1n.asp](https://nces.ed.gov/surveys/ntps/tables/ntps1718_20081702_t1n.asp)

### Average Percentage of Teachers with Bachelor's Degree

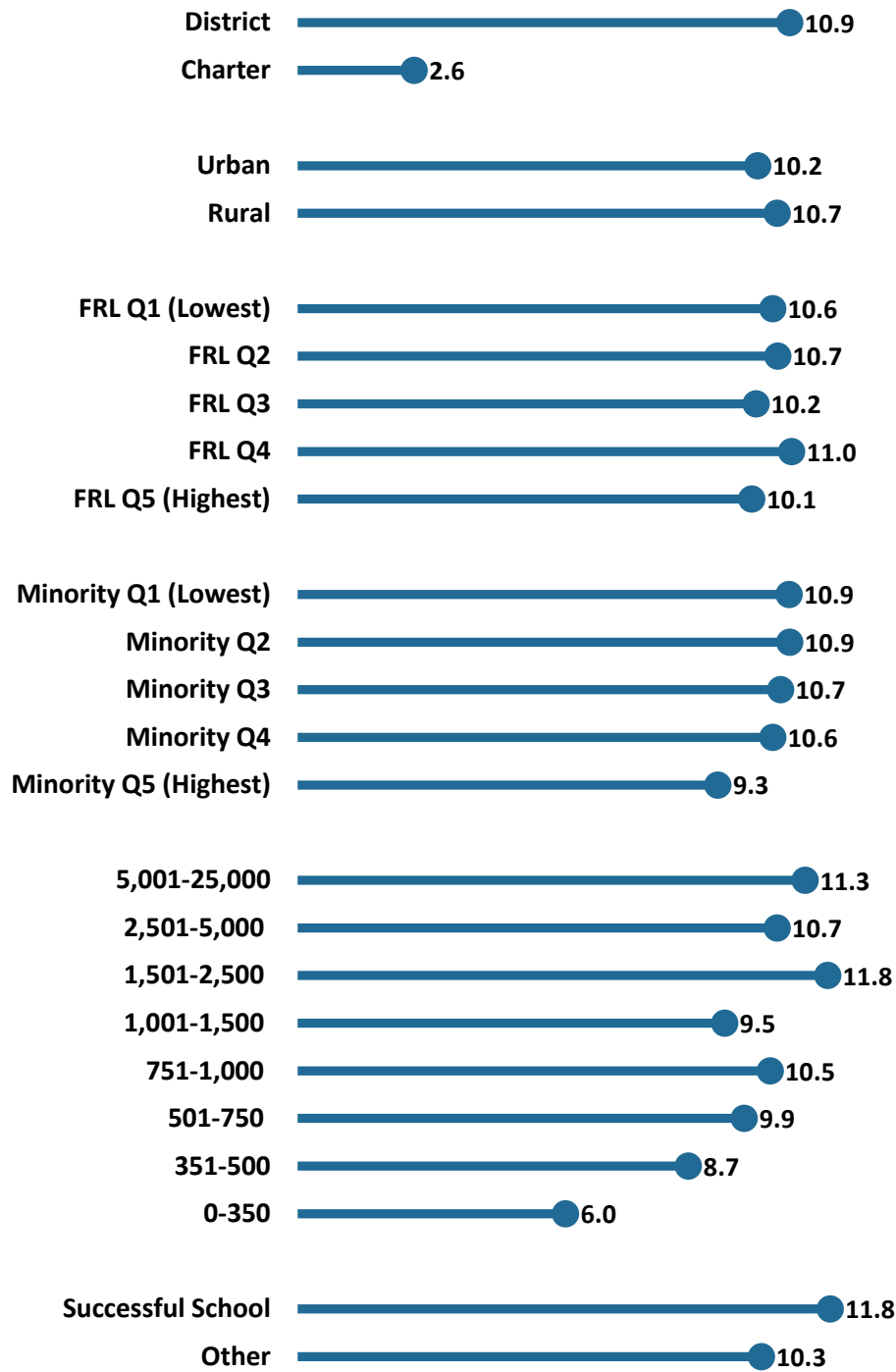


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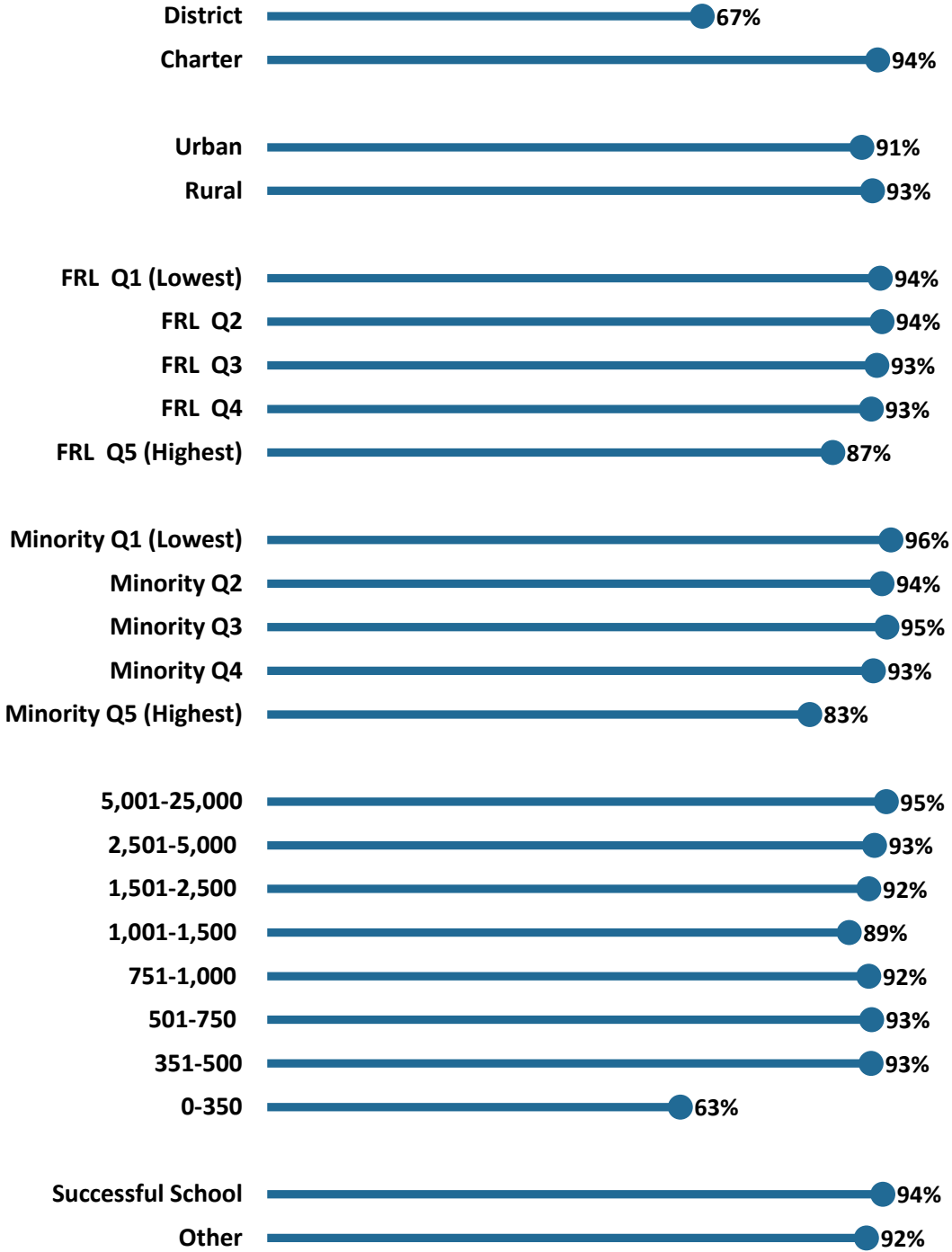
<sup>12</sup> This does not include teachers with a Master's Degree.



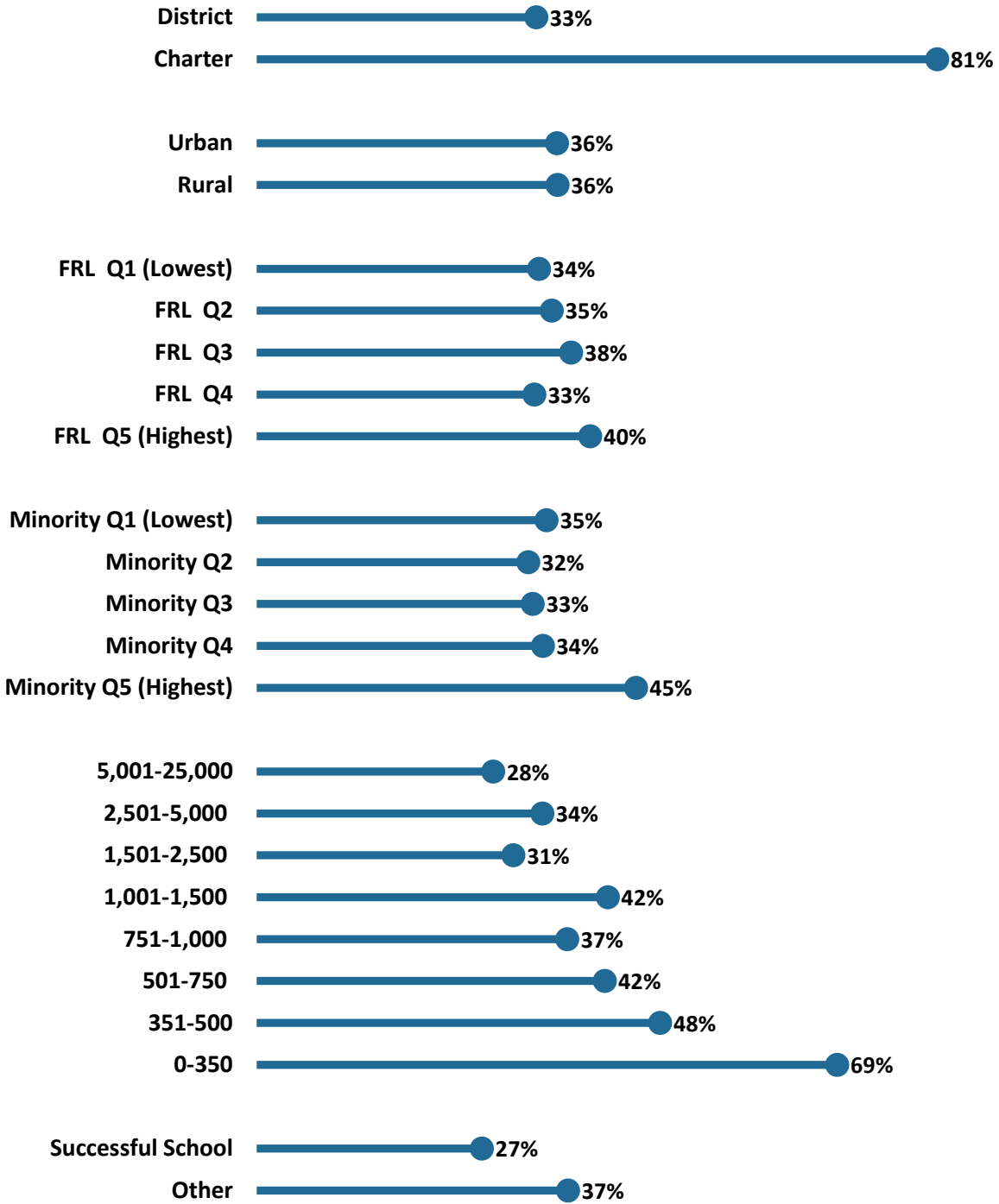
## Average Years of Teacher Experience



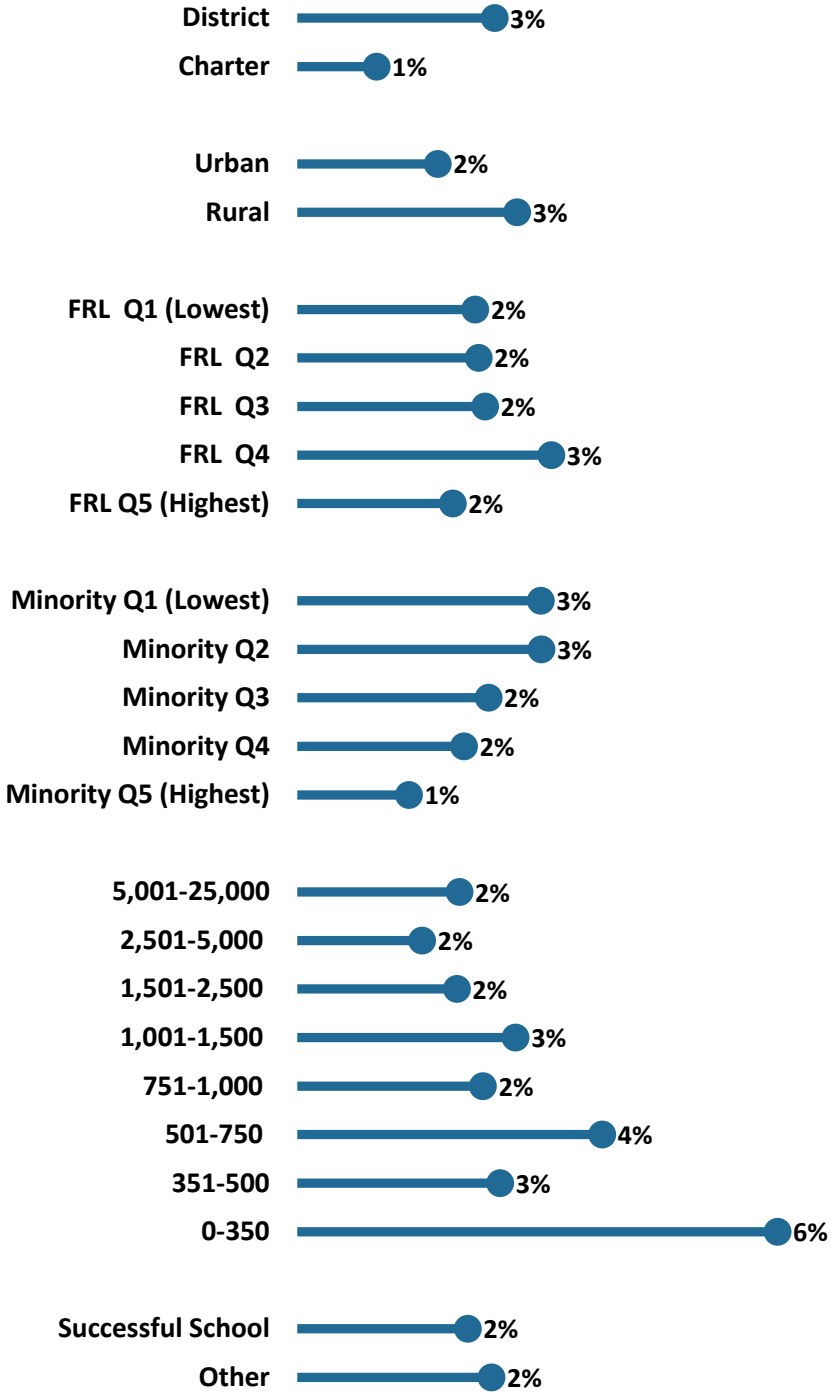
### Average Percentage of Teachers Completely Certified



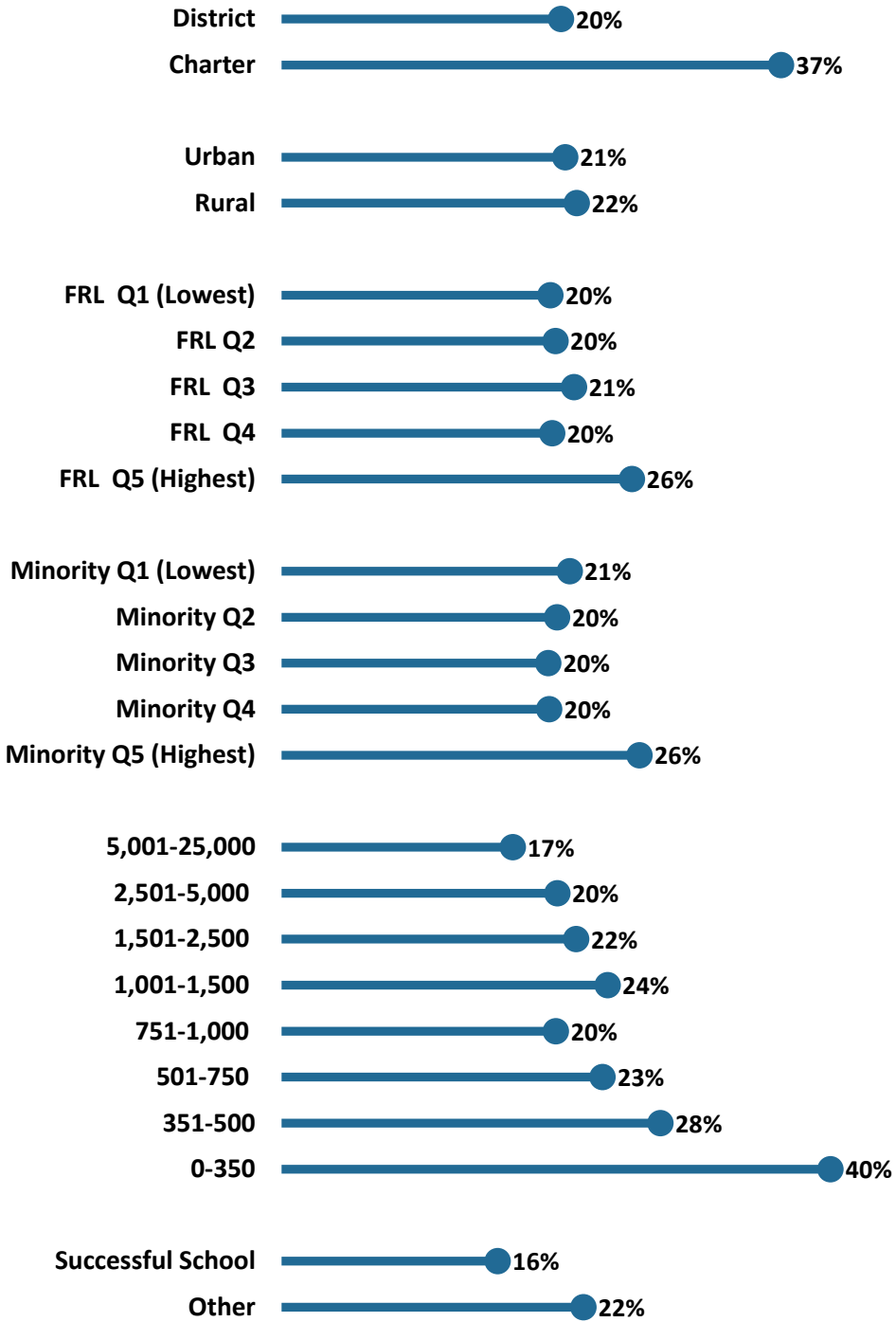
## Average of Percent Inexperienced



### Average of Percent Teaching Out-of-Field



### Average of Percent Teacher Attrition



The next table shows the teacher workforce data by geographic regions. There are no overall trends.

	Average of Percent of Teachers with Bachelor's	Average Years of Teacher Experience	Pct. Teachers Completely Certified	Average of Percent Inexperienced	Average of Percent Out-of-Field	Average of Percent Attrition
<b>Lower Delta</b>	43%	10.2	82%	42%	2%	23%
<b>Central</b>	43%	8.8	90%	45%	2%	23%
<b>Southwest</b>	42%	11.4	94%	35%	2%	22%
<b>North Central</b>	40%	11.1	94%	33%	4%	22%
<b>Upper Delta</b>	48%	11.3	91%	32%	2%	21%
<b>Northwest</b>	47%	10.9	96%	30%	3%	19%

The following tables show data taken from the BLR survey of teachers in 2021. Of the teachers surveyed, 30% were within one to 10 years of retirement. Additionally, 33% of teachers responded that they will stay in teaching as long as they are able.

**How Close to Retirement?**

	Percentage of Teachers
<b>Within 1 Year</b>	4%
<b>1-10 Years</b>	30%
<b>11-20 Years</b>	31%
<b>21-30 Years</b>	23%
<b>31-40 years</b>	8%
<b>41 or More Years</b>	3%

Source: BLR Teacher Survey (2021).<sup>13</sup>

**How Long Teachers Will Stay in Teaching?**

	Percentage of Teachers
<b>As Long as I Am Able</b>	33%
<b>Until I Am Eligible for Retirement Benefits From This Job</b>	29%
<b>Undecided</b>	19%
<b>Until a More Desirable Job Opportunity Comes Along</b>	7%
<b>Until a Specific Life Event Occurs (e.g. Parenthood, Marriage, Retirement of Spouse or Partner)</b>	5%
<b>Definitely Plan to Leave As Soon As I Can</b>	3%
<b>Until I am Eligible for Social Security Benefits</b>	3%
<b>Until I Am Eligible for Retirement Benefits From a Previous Job</b>	0.5%

Source: BLR Teacher Survey (2021).<sup>14</sup>

<sup>13</sup> See Teacher Survey Response, Question 36

<sup>14</sup> See Teacher Survey Response, Question 35

## TEACHER SHORTAGES

The following list shows the Arkansas academic shortage areas for 2021 as designated by the Division of Elementary and Secondary Education (DESE). DESE uses a supply and demand formula, incorporating the supply of teachers (including the number of candidates in Arkansas’s educator preparation programs and the number of first-time licenses issued to Arkansas teachers) and demand of teachers (including the number of classes being taught by long-term substitutes or by teachers teaching out of area). Special education teachers have been considered a shortage area since 2008.

2020-21 Academic Shortage Areas
Biology (7-12)
Business (K-12)
Physics (7-12)
Chemistry (7-12)
French (K-12)
Art (K-12)
Mathematics (7-12)
Special Education (K-12)

Source: DESE<sup>15</sup>

DESE also provides data on the number of educators and the number of positions. The following table shows that there are not quite half as many educators available (per position) in shortage areas as there are in non-shortage areas (a ratio of 1.4:1 to 2.5:1).

2020-21	Shortage Area	Non-Shortage Areas
<b>Potential Educators Available (Those Preparing and Newly Licensed)</b>	2,761	8,868
<b>Potential Positions Available (Vacancies, Waivers, and Veterans)</b>	1,970	3,516
<b>Ratio Persons to Positions</b>	1.4 to 1	2.5 to 1

Source: DESE<sup>16</sup>

In a 2018 study from the Office for Education Policy at the University of Arkansas<sup>17</sup>, researchers found that teacher supply is unequally distributed across the state and that district size, region, and population density drive teacher supply. They found that teacher supply is most favorable in large districts with student enrollments of greater than 3,500, in districts in the Northwest region of the state, and in districts in suburbs and cities.

The following graph shows Arkansas teacher retention rates by years of teaching experience.

### Teacher Retention Rates



Data Source: 2021 Educator Preparation Provider Quality Report

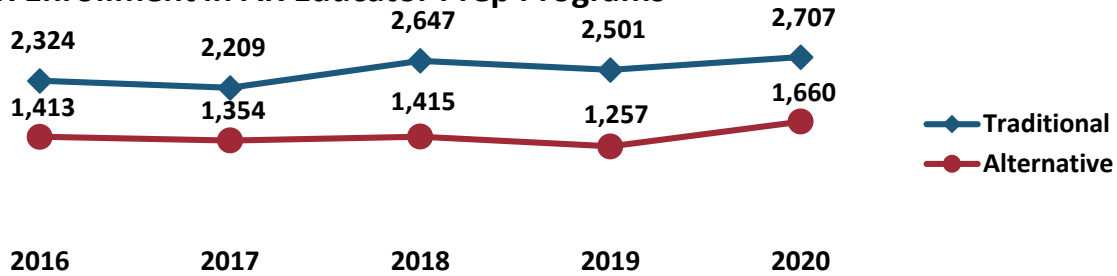
<sup>15</sup> DESE. Critical Teacher Shortage Areas 2020-2021 Presentation for Website

<sup>16</sup> DESE. Critical Teacher Shortage Areas 2020-2021 Presentation for Website

<sup>17</sup> Foreman, Leesa M., McKenzie, Sarah C., and Ritter, Gary W. “Arkansas Teacher Supply.” (August 2018). Office for Education Policy, University of Arkansas. *Arkansas Education Report* 16(1).

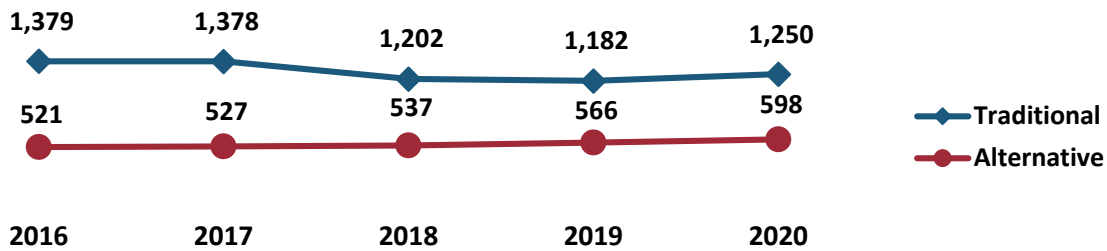
The following graphs show teacher enrollment in Arkansas educator preparation programs<sup>18</sup> and Educator Preparation Program Completers<sup>19</sup> broken down by traditional<sup>20</sup> and alternative programs<sup>21</sup>. A list of these programs can be found in Appendices A and B. Enrollment is defined as students who enrolled but did not complete the program in the designated year. The first graph shows increased enrollment in 2020 (the most recent data available) and lower numbers of program completers, though there was an increase in 2020.

### AR Enrollment in AR Educator Prep Programs



Data Source: 2021 Educator Preparation Provider Quality Report

### AR Teacher Program Completers



Data Source: 2021 Educator Preparation Provider Quality Report

In 2020-21, 1,789 students completed an educator preparation program. As shown in the graphs above, about 70% of those completers (1,250) were in traditional programs. The table below shows that of those 1,789 completers, 61% were employed in Arkansas public schools in the following school year.

First-Year Program Completers Employed in Arkansas Public Schools		
Program Completers in 2019-20	Employed in APS in 2020-2021	
	Number	Percentage
1,789	1,099	61%

Source: 2021 Educator Preparation Provider Quality Report

<sup>18</sup> See Arkansas Department of Education Division of Elementary and Secondary Education "Rules Governing Educator Licensure," Rule 1-2.28 (July 2020) (defining "educator preparation program" as a planned sequence of academic courses and experiences leading to a recommendation for licensure by the State Board [of Education]).

<sup>19</sup> See Arkansas Department of Education Division of Elementary and Secondary Education "Rules Governing Educator Licensure," Rule 1-2.29 (July 2020) (defining "Educator Preparation Program Completer" as a person who has completed all coursework/modules and program requirements of a state approved program of study).

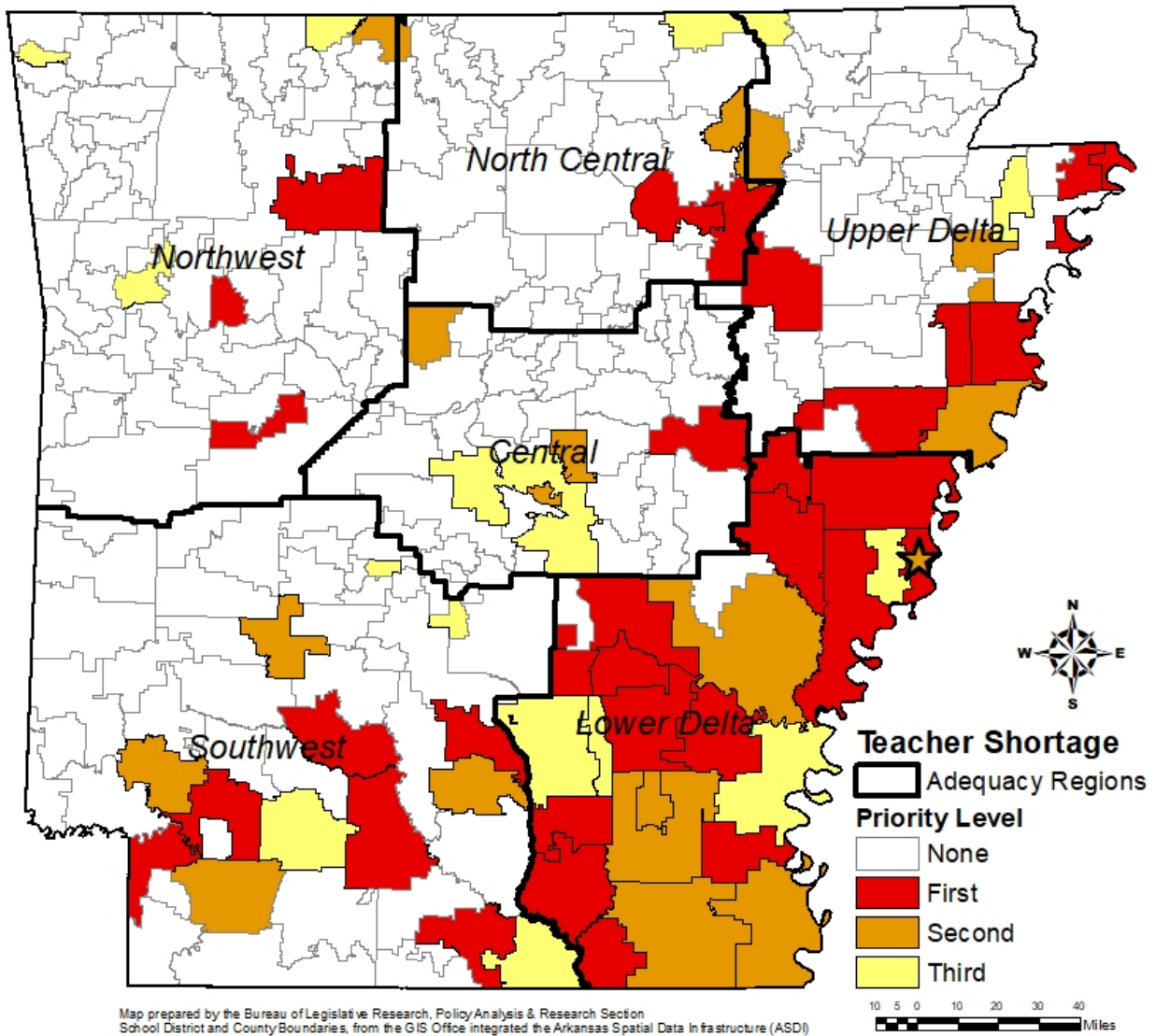
<sup>20</sup> Refers to an undergraduate or graduate program of study at an Institution of Higher Education that prepared candidates for licensure as a teacher (or other school professional) and includes a supervised clinical experience (student teaching).

<sup>21</sup> Refers to a post-baccalaureate preparation program designed for individuals seeking licensure as a teacher whose undergraduate, or post-baccalaureate degree is not in educator preparation.



The following map shows the geographical teacher shortage districts for the 2021 school year using data from the Arkansas Department of Education (ADE)<sup>22</sup>. The first priority level (red) shows the top 25% of districts employing uncertified teachers. The second priority level (orange) shows districts where more than 5% of teachers are uncertified. The third priority level (yellow) shows districts where 3% or more of teachers are uncertified.

This map shows that the majority of districts considered geographical teacher shortage areas are located in the Lower Delta region, followed by the Southwest and Upper Delta regions.



Notes: The orange star indicates Kipp Delta Public Schools, a charter system that is not represented in the geographical district lines shown in this map. While the star is located in Helena, where its central office is located, this district also has schools located in the Upper Delta region. According to ADE, the first priority level (red) shows the top 25% of districts employing uncertified teachers. The second priority level (orange) shows districts where more than 5% of teachers are uncertified. The third priority level (yellow) shows districts where 3% or more of teachers are uncertified.

<sup>22</sup> [https://static.ark.org/eeuploads/adhe-financial/Shortage\\_Areas\\_for\\_ADHE\\_8.26.2020.pdf](https://static.ark.org/eeuploads/adhe-financial/Shortage_Areas_for_ADHE_8.26.2020.pdf)

## Teacher Recruitment and Retention Best Practices

The following section reviews national research on best practices addressing teacher recruitment and retention. This research will be divided into four different groups: pathways and licensure, financial or monetary programs, training and mentoring, and working conditions.

### *PATHWAYS AND LICENSURE*

Research studying the relationship between teacher preparation and teacher turnover suggest that educators with little to no pedagogical preparation are two to three times more likely to leave the profession than those with more comprehensive preparation (including student teaching, formal feedback on their teaching, and multiple courses in student learning). However, some attrition of underprepared teachers could be due to these teachers often being hired in schools with the most difficult-to-fill vacancies, and most challenging teacher conditions.<sup>23</sup>

An important element of that preparation is clinical training or student teaching, which is frequently discussed in research about traditional versus alternative certification programs. Alternative certification programs often have little to no clinical training, though there is variation in what is included in those programs. Some allow participants to work as a teacher of record while still completing their coursework, though they have little or no prior teaching experience. While alternative certification programs often present cost benefits in that teachers can work as a teacher and earn a paycheck while also going to school or that the programs may take less time to complete, alternative certification programs are often associated with lower retention rates.<sup>24</sup> Studies across alternative routes find that those with more coursework and student teaching have stronger outcomes than those in programs that offer less training and support.<sup>25</sup>

Teacher residencies, Grow Your Own programs, and Teacher License Reciprocity are shown to be effective solutions to addressing these issues. Residencies and Grow Your Own Programs are also found to be effective at recruiting and retaining teachers of color.<sup>26</sup>

### Teacher Residencies

Teacher residencies offer an accelerated path to teacher certification through district and university partnerships that ensure high-quality pedagogical training and clinical practice in year-long programs that are typically targeted to post-baccalaureate candidates. Residents typically receive funding for tuition and living expenses as well as a stipend and salary while they apprentice with a master teacher in a high-need classroom for an entire school year and take related courses that will earn them a credential and often a master's degree. Teachers then commit to teaching in hard-to-staff positions in sponsoring districts for set amounts of time (e.g. three to four years) after their residency year while they receive additional mentoring.

<sup>23</sup> Espinoza, Daniel, et. al. "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession." (August 2018).

<sup>24</sup> Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). "Strategies for attracting and retaining educators: What does the evidence say?" Education Policy Analysis Archives, 27(38). <http://dx.doi.org/10.14507/epaa.27.3722>

<sup>25</sup> Espinoza, Daniel, et. al. "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession." (August 2018).

<sup>26</sup> Carver-Thomas, Desiree. "Diversifying the Teacher Workforce." (April 2018). Learning Policy Institute.

Key characteristics of strong residencies include:

1. Strong district and university partnerships;
2. Coursework about teaching and learning tightly integrated with clinical practice;
3. Full year of residency teaching alongside an expert mentor teacher;
4. High-ability, diverse candidates recruited to meet specific district hiring needs, typically in fields with shortages;
5. Financial support for residents in exchange for three-to five-year post-residency teaching commitment;
6. Cohorts of residents placed in partnership “teaching schools” that model good practices with diverse learners and are designed to help novices learn to teach;
7. Expert mentor teachers who co-teach with residents; and
8. Ongoing mentoring and support for graduates after they enter the teaching force.<sup>27</sup>

One example of a state residency program is found in Texas. In 2013, Texas created a state teacher residency program that provides candidates with a yearlong subsidized apprenticeship during which they take courses while working in a classroom alongside an expert teacher. Participants commit to teach in a hard-to-staff school for four years. Early evidence from the program pointed to residents’ success in raising achievement in 5<sup>th</sup> and 8<sup>th</sup> grade science.<sup>28</sup>

### Grow Your Own Programs

Grow Your Own programs typically refer to a broad array of programs that recruit teacher candidates from nontraditional populations (e.g. high school students or paraprofessionals) who are more likely to reflect local demographics and are more likely to continue to teach in their communities.<sup>29</sup> In these programs, participants receive support like financial aid, coaching, assistance navigating credential requirements, counseling, and programmatic support as they complete their bachelor’s degrees and earn their teaching credentials.

These programs have shown positive results in recruiting and retaining diverse teachers in the hardest-to-staff schools.<sup>30</sup> This is done in part by leveraging participants’ existing connections to the community and prior experience working closely with the student population.

An example of this is the South Carolina Teacher Cadet program that has been operating for 31 years and has had over 65,000 participants during that time. In the program, students take a dual-credit, college-level course that introduces them to teaching. The annual cost of the program is approximately \$150 per student, and 20% of the high school cadets eventually earn teacher certification.

Another state example is California’s School Paraprofessional Teacher Training Program (funded from 1995 to 2011). It was shown to be an effective Grow Your Own program in “growing and retaining

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<sup>27</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>28</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>29</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>30</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

a more diverse teaching force”.<sup>31</sup> In 2016 and 2017, the state revived the program, which is now called the California Classified School Employee Teacher Credentialing Program.

The Rural Colorado Grow Your Own Educator Act created a rural teacher fellowship program that allows rural districts and preparation programs to partner to recruit students entering their fourth year of an approved educator preparation program to participate in a personalized yearlong teaching fellowship. Recipients receive \$10,000 and commit to teaching for two years in a rural school once they complete the program.<sup>32</sup>

### Teacher License Reciprocity

Research on cross-state mobility of the teacher workforce suggests that there are some state-specific barriers, like state licensure requirements and lack of pension portability, that can discourage teachers from staying in the teaching profession when they move to a different state.<sup>33</sup> Licensing requirements can include duplicative testing, coursework requirements, fees, slow administrative processes and requirements, and unclear licensure standards.

### *FINANCIAL OR MONETARY PROGRAMS*

#### Service Scholarships and Loan Forgiveness

The cost of teacher preparation and subsequent lower salaries as teachers is one significant obstacle to entering the teaching profession. Research shows that service scholarships and loan forgiveness programs can be effective methods of attracting teachers into the profession, including teachers of color.<sup>34</sup> However, not all scholarships and loan forgiveness programs are created equal. Effective scholarship and loan forgiveness programs tend to have the five following elements<sup>35</sup>:

1. Recruit and select candidates who are academically strong, committed to teaching, and well prepared;
2. Cover all or a large percentage of tuition;
3. Target high-need fields and/or schools;
4. Commit recipients to teach with reasonable financial consequences if they do not fulfill the commitment (but not so punitive that they avoid the scholarship entirely); and
5. Are administratively manageable for participating teachers, districts, and higher education institutions.

Nebraska’s teacher loan forgiveness program incentivized teaching in high-need fields and schools and also covered some preparation costs.<sup>36</sup> Nebraska teacher candidates who seek certification

<sup>31</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>32</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>33</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>34</sup> Carver-Thomas, Desiree. “Diversifying the Teacher Workforce.” (April 2018). Learning Policy Institute.

<sup>35</sup> Espinoza, Daniel, et. al. “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession.” (August 2018).

<sup>36</sup> See “Excellence in Teaching Act,” Neb. Rev. Stat. § 79-8, 132 et seq. (2009).

in shortage areas receive access to a \$3,000 forgivable loan annually for up to five years, for a potential of \$15,000 in all. After earning certification and teaching full-time for two years at a Nebraska school, candidates' loans are forgiven at \$3,000 a year. Loans do not accrue interest, but participants do have to pay interest if they do not complete their service commitment."<sup>37</sup>

### Competitive Salary and Benefits

Teacher salaries is another factor contributing to teacher shortages and teacher attrition nationally. This was also seen in the BLR's survey results that will be discussed later in this report. One study noted that, "the lack of competitive compensation is one factor that frequently contributes to teacher shortages, by impacting the quality and quantity of people training to become teachers as well as attrition within the existing teacher workforce. Even after adjusting for the shorter work year in teaching, beginning teachers nationally earn about 20% less than individuals with college degrees in other fields—a wage gap that widens to 30% by mid-career."<sup>38</sup>

Teacher pay in Arkansas will be explored in more detail in the Teacher Salary Report.

## TRAINING AND MENTORING

### Mentoring and Induction for New Teachers

Research has shown that stronger training and mentoring for new teachers also help support stronger teacher retention. The first few years of every teacher's career require a leap from preparation to practice. These early years are formative but difficult. Key elements of high-quality and effective induction include:<sup>39</sup>

1. Having a mentor from the same field;
2. Common planning time with other teachers in the same subject;
3. Having regularly scheduled collaboration with other teachers; and
4. Being part of an external network of teachers.

### Professional Development

Research shows that a personalized professional development program also supports teacher retention.<sup>40</sup> Professional development best practices will be discussed in the Professional Development and Teacher Evaluations report.

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<sup>37</sup> Espinoza, Daniel, et. al. "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession." (August 2018).

<sup>38</sup> Espinoza, Daniel, et. al. "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession." (August 2018).

<sup>39</sup> Espinoza, Daniel, et. al. "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession." (August 2018).

<sup>40</sup> Shuls, V. James and Flores, M. Joshua. "Improving Teacher Retention through Support and Development." (2020). *Journal of Educational Leadership and Policy Studies* 4(1)

## WORKING CONDITIONS

Working conditions refer to various aspects of teachers' work environments, including previously mentioned elements. For the purposes of this report, working conditions will focus on school leadership and job design.

### School Leadership

Principal support is often cited as one of the most important factors in teachers' decisions to stay in a school or in the profession. As noted earlier, Arkansas teachers cited school-level leadership as their top reason for remaining at a school. National research shows that a principal's ability to create positive working conditions and collaborative, supportive learning environments plays a critical role in attracting and retaining qualified teachers.<sup>41</sup>

### Job Design

In a 2020 qualitative study of Missouri schools, researchers found that teacher retention can be bolstered by schools and their leaders by developing "a culture of trust, openness, and academic freedom."<sup>42</sup> This meant that teachers are respected and valued both inside and outside of the classroom.<sup>43</sup> It noted other research that found that "the majority of teachers want input on what happens in their classroom and at the school level, but are often left out of key decisions. This is especially true in regards to issues such as student tracking, curriculum standards, discipline policies, and professional development opportunities."<sup>44</sup>

One way the Missouri districts accomplished this was to create building- and district-level committees for teachers to be a part of and to lead. These varied committees all played a key role in district-level decisions.

A second way this was accomplished was by "allowing teacher autonomy to shine in the classroom with the backing of a supportive, rather than authoritative, administration." Research has shown that some common obstacles new teachers face include a "stifled sense of creativity or innovation."<sup>45</sup>

This was consistent with findings from the BLR's interviews with successful school administrators and teachers. More details about these interviews can be found in the Successful School Interviews and Focus Groups Report (January 2022).

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<sup>41</sup> Espinoza, Daniel, et. al. "Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession." (August 2018).

<sup>42</sup> Shuls, V. James and Flores, M. Joshua. "Improving Teacher Retention through Support and Development." (2020). *Journal of Educational Leadership and Policy Studies* 4(1)

<sup>43</sup> Shuls, V. James and Flores, M. Joshua. "Improving Teacher Retention through Support and Development." (2020). *Journal of Educational Leadership and Policy Studies* 4(1)

<sup>44</sup> Shuls, V. James and Flores, M. Joshua. "Improving Teacher Retention through Support and Development." (2020). *Journal of Educational Leadership and Policy Studies* 4(1)

<sup>45</sup> Shuls, V. James and Flores, M. Joshua. "Improving Teacher Retention through Support and Development." (2020). *Journal of Educational Leadership and Policy Studies* 4(1)

## Arkansas’s Recruitment and Retention Efforts

### *PATHWAYS AND LICENSURE PROGRAMS*

In addition to the traditional routes at higher education institutions, as of 2020-21, Arkansas has eight methods of obtaining certification through an alternative route described in the table below.<sup>46</sup>

Alternative Route	Program Administrator	Program Description
<b>Arkansas Professional Educator Pathway (ArPEP)</b>	DESE	Two-year, work-based, alternative certification program. The program allows a candidate with a bachelor’s degree or higher to be licensed and employed as a classroom teacher while completing the necessary requirements for a Standard Arkansas Teaching License.
<b>Master of Arts in Teaching</b>	Approved Universities	A DESE approved program of study leading to Arkansas licensure in all first-time licensure areas with the exception of Guidance and School Counseling.
<b>American Board for Certification of Teacher Excellence (ABCTE)</b>		A online program for individuals with a Bachelor’s degree leading to Arkansas licensure in all middle level 4-8 areas (Biology 7-12, Chemistry 7-12, Physics 7-12, English 7-12, Social Studies 7-12, Math 7-12). Upon program completion, candidate receives a three-year provisional teaching license and is eligible for standard license afterwards.
<b>Provisional Professional Teaching License</b>	DESE	Three-year educator license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher of record in an Arkansas public school.
<b>Arkansas Teacher Corps</b>		Pathway leading to Arkansas licensure in any first-time licensure areas with the exception of Special Education K-12 and Guidance and School Counseling. Training program is free and requires three year commitment to teach in select areas of the state.
<b>Teach for America</b>		Pathway leading to Arkansas licensure in any first-time licensure areas with the exception of Special Education K-12 and Guidance and School Counseling. Training program (including food and housing) is free (excluding test costs). Requires two year commitment to teach in an area of the state identified as high minority and high poverty.
<b>eStem Residency Program</b>	eStem	Pathway leading to Arkansas licensure in grades 4-8 and 7-12 STEM areas. Candidates must be willing to relocate to central Arkansas and make three year commitment to the program and teaching at eStem Public Charter School. Candidates are compensated as teacher of record throughout the program in years two and three of the program.
<b>Prism Teacher Institute</b>		Pathway leading to Arkansas licensure in Elementary Education K-6, all 4-8 licensure areas, Math 7-12, ELA, 7-12, Biology 7-12, Social Studies 7-12, and PE/Health K-12. Candidates must relocate to northwest Arkansas and make two year commitment to both the program and teaching Prism Education Center. Scholarships are available.

Source: DESE<sup>47</sup>

<sup>46</sup> See Ark. Code Ann. § 6-17-409 (describing the ability of the State Board of Education to promulgate rules for the requirements of educator licensure through other alternative educator preparation programs).

<sup>47</sup> <https://dese.ade.arkansas.gov/Offices/educator-effectiveness/become-an-arkansas-teacher/alternative-routes-to-licensure>

In Fall 2022, DESE will begin offering the Arkansas Teacher Residency Model as an “affordable, work-based pathway to the teaching profession”.<sup>48</sup> In this program, high school students or paraprofessionals begin by earning a certified teaching assistant (CTA) credential. The candidate uses that credential to work in a public school while enrolled in a degree program designed to feed into an approved Arkansas educator preparation program (EPP). Once the candidate earns an associate’s degree or is admitted to an EPP, the candidate completes the degree program while working in the same public school. His or her responsibilities increase and align with the grade-level or content of the licensure being sought. After completing at least two semesters within the Residency Model, the candidate can begin the internship. This includes assuming full responsibility for a teaching assignment under the coaching of school and university-based teacher educators. The candidate may fill a teaching vacancy or serve as the classroom teacher at this level, provided that the district has a teacher leader assigned Teacher of Record. Upon successful completion of the program, the candidate receives a teaching license.

***FINANCIAL OR MONETARY PROGRAMS***

Arkansas has multiple programs that provide financial incentives to attract and retain public school teachers.<sup>49</sup>

Salary or Financial Incentives		
Program Name	Who Is It For?	What is Provided?
National Board for Professional Teaching Standards	Teachers who become Nationally Board Certified Teachers.	<b>\$2,500 annual bonus</b> for teachers in a low-poverty school for five years; <b>\$5,000 annual bonus</b> for teachers in high-poverty school for five years. Max of 10 years.
High-Priority District Recruitment and Retention	Provides teacher bonuses to newly hired teachers working in a high-priority district.	Bonus amounts of <b>\$3,000 - \$5,000</b> depending on years of experience. Amount can be prorated depending on available funds.
Arkansas Geographical Critical Needs Minority Teacher Scholarship	Any individual who is a minority and who expresses an intention to teach in a geographical area of the state in which there exists a critical shortage of teachers.	Up to <b>\$1,500 per year.</b>
Non-Traditional Licensure Grant	Non-Traditional Licensure Program (NTLP) is an alternative certification program for individuals with a college degree in non-education areas.	NTLP teachers receive up to <b>\$1,000</b> in geographic areas and/or subject areas with critical teacher shortages.

<sup>48</sup> A Certified Teaching Assistant (CTA) meets the requirements for a highly qualified paraprofessional and has received pedagogical training and completed field experiences.

<sup>49</sup> See, e.g. Ark. Code Ann. §§ 6-17-413 (National Board for Professional Teaching Standards certification funding - Bonuses); 6-17-811 (Incentives for teacher recruitment and retention in high-priority districts); 6-81-1501 et seq. (Arkansas Geographical Critical Needs Minority Teacher Scholarship Program); 6-81-1601 et seq. (State Teacher Education Program); and 6-81-601 et seq. (Teacher Opportunity Program).



Loan Forgiveness Programs		
Program Name	Who Is It For?	What is Provided?
State Teacher Education Program (STEP)	Current educators teaching in a subject or geographical shortage area in an Arkansas public school.	Up to \$4,000 per year paid directly to lender.
Teacher Opportunity Program (TOP)	Current Arkansas teachers and administrators who wish to continue their education.	Up to \$3,000 per year reimbursed to applicant.

Source: DESE<sup>50</sup> and Legislative Audit<sup>51</sup>

Program Name	Total Amount Awarded in 2020-21	Total Recipients in 2020-21	Average Award Amount
National Board for Professional Teaching Standards	\$15,527,837	Approximately 2,200 teachers	Approximately \$7,058
High-Priority District Recruitment and Retention	\$2,099,997	908	\$2,313
Arkansas Geographical Critical Needs Minority Teacher Scholarship	\$58,500	58	\$1,009
Non-Traditional Licensure Grant	\$9,250	14	\$661
State Teacher Education Program (STEP)	\$1,042,388	334	\$3,121
Teacher Opportunity Program (TOP)	\$1,752,285	859	\$2,040

Data Sources: Legislative Audit<sup>52</sup>, DESE<sup>53</sup>, and ADHE<sup>54</sup>.

There are also multiple state financial teacher recruitment and retention programs that are currently not funded. These include the following: University-Assisted Teacher Recruitment and Retention Program, Dual Licensure Incentive Program, Moving Expenses in Particular Regions, Moving Expenses in Particular Regions, Science, Technology, Engineering, and Math Fund, Teacher Candidate Loan Forgiveness Program, Scholarships for Teachers in High-Needs Subject Areas.<sup>55</sup>

**TRAINING AND MENTORING PROGRAMS**

Arkansas law<sup>56</sup> states that the purpose of professional development is to “improve teaching and learning in order to facilitate individual, school-wide, and system-wide improvements designed to ensure that all students demonstrate proficiency on state academic standards.” Arkansas also has a statewide teacher evaluation system, Teacher Excellence and Support System (TESS), which districts must use.<sup>57</sup> More information on the requirements and processes are described in a separate report, Professional Development and Teacher Evaluations.

<sup>50</sup> [https://dese.ade.arkansas.gov/Files/20201029145554\\_Financial\\_Aid.pdf](https://dese.ade.arkansas.gov/Files/20201029145554_Financial_Aid.pdf)  
<sup>51</sup> Arkansas Legislative Audit. “Department of Education Grants for Year Ended June 30, 2021. <https://arklegaudit.gov/pdf.aspx?id=SAGS50021>  
<sup>52</sup> Arkansas Legislative Audit. “Department of Education Grants for Year Ended June 30, 2021.  
<sup>53</sup> Email from Erin Franks, DESE from March 17, 2022.  
<sup>54</sup> Arkansas Division of Higher Education. “Scholarship Programs and the Report Required by Acts 2001 – Fiscal Year 2020-21.” (December 2021). [https://adhe.edu/File/Act1520Report20\\_21.pdf](https://adhe.edu/File/Act1520Report20_21.pdf)  
<sup>55</sup> BLR. Selected Issues Affecting Teacher Recruitment and Retention. (May 2020).  
<sup>56</sup> Ark. Code Ann. § 6-17-704(b).  
<sup>57</sup> Ark. Code Ann. § 6-17-2801 et seq.

*WORKING CONDITIONS*

*School Leadership*

Since 2006, 48 principals have completed the Master Principal program, which was established to enhance leadership qualities and also encourage (with a \$25,000 per year bonus for five years) principals to take positions in high needs schools.<sup>58</sup> Originally housed with the Arkansas Leadership Academy, the program now resides with the Arkansas Public School Resource Center.

Survey Results

In the BLR’s surveys, teachers and principals were asked multiple questions regarding teacher recruitment, retention, and working conditions. Results follow, along with results from comparable questions on the 2017-18 National Teacher and Principal Survey (NTPS). Over 90% of teachers reported being generally satisfied with being a teacher at their school and agreed that their colleagues share their beliefs and values about what the central mission of the school should be. Teachers were more split in regard to their salaries and other issues.

	Somewhat or Strongly Disagree	Somewhat or Strongly Agree
I am generally satisfied with being a teacher at this school.	6%	94%
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	9%	91%
I make a conscious effort to coordinate the content of my courses with that of other teachers.	10%	90%
The school administration’s behavior toward the staff is supportive and encouraging.	12%	88%
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	12%	88%
My principal enforces school rules for student conduct and backs me up when I need it.	12%	88%
There is a great deal of cooperative effort among the staff members.	12%	88%
The principal knows what kind of school he or she wants and has communicated it to the staff.	13%	87%
In this school, staff members are recognized for a job well done.	24%	76%
I am given the support I need to teach students with special needs.	27%	73%
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	29%	71%
Routine duties and paperwork interfere with my job of teaching.	40%	60%
I am satisfied with my teaching salary.	41%	59%
I receive a great deal of support from parents for the work I do.	42%	58%
State or district content standards have had a positive influence on my satisfaction with teaching.	43%	57%
The amount of student tardiness and class cutting in this school interferes with my teaching.	53%	47%
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or student lounge) interferes with my teaching.	65%	35%
I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	71%	29%

<sup>58</sup> Ark. Code Ann. § 6-17-2801 et seq.

**TEACHER RECRUITMENT**

The following tables provide educator feedback on teacher recruitment from BLR’s surveys<sup>59</sup>. The first table compares survey responses from teachers and principals. Principals were asked to rate the significance of several teacher recruitment challenges, and teachers were asked to rate reasons they chose to teach at their current schools. While the question and responses provided in each survey are different, there are some similarities. For example, teacher salary and the community’s quality of life were among the top five recruitment challenges cited by principals and among the top five reasons teachers noted for choosing to teach at their current schools.

Principals		Teachers	
<u>Teacher Recruitment Challenges</u>	<u>Pct. of Principals</u>	<u>Reasons for Teaching at Current School</u>	<u>Pct. of Teachers</u>
Difficulty Offering Competitive Salaries	70%	School Leadership	73%
Community’s Quality of Life	66%	Proximity to Family	70%
Scarcity of appropriately licensed teachers	59%	Community’s Quality of Life	69%
Inadequate housing options in area	53%	Salary	61%
Cost of health insurance	51%	School’s Rating or Reputation	55%
Lack of work opportunities for teachers' spouses in the area	49%	Benefits	54%
School/district reputation or school accountability label	43%	Workload	46%
Inadequate community or parent support	39%	Student Population	38%
Student population	38%	Spouse’s Occupation	37%
School or district-level leadership	32%		
Retirement benefits	28%		

Source: BLR Teacher and Principal Surveys (2021).

Note: The percentage of principals includes those who rated the corresponding challenge as very or somewhat significant. The percentage of teachers includes those who rated the corresponding reason as very or extremely important. Respondents were asked to choose multiple responses, so totals will not equal 100%.

Survey results showed that 66% of teachers worked in a high poverty or remote rural community. The remaining 34% of teachers were asked under what conditions they would be willing to relocate to teach at a school in a high poverty or remote rural community. Those responses are shown here, though there is no overwhelming majority. Nearly a quarter of teachers responded that there are no conditions for which they would transfer to teach in a high poverty or remote rural community. Another almost quarter of teachers responded that they would relocate if they received a higher salary.

Conditions Teachers Would Need to Relocate to Teach in a High Poverty or Remote Rural Community	
<u>Conditions</u>	<u>% of Teachers</u>
None	23%
Higher Salary	22%
Better Benefits	15%
School Leadership	12%
Closer to Family & Friends	11%
Student Loan Forgiveness	9%
Promotion	7%
Other	1%

Source: BLR Teacher Survey (2021).<sup>60</sup>

Note: This question was only asked of teachers not already working in a school in high poverty or remote rural community.

<sup>59</sup> See Teacher Survey Responses, Question 17 and Principal Survey Responses, Question 18.

<sup>60</sup> See Teacher Survey Responses, Question 33a.

**TEACHER RETENTION**

The following tables provide educator feedback about teacher retention from the BLR’s surveys. The first table shows principals’ teacher retention challenges on the left, and teachers’ reasons for considering leaving the profession on the right.

Twenty percent of teachers surveyed are considering leaving teaching. Three-quarters of principals reported that teacher stress/workload was the biggest retention challenge and the biggest reason why teachers are considering leaving the profession. Teacher salary was also among the top five responses for both principals and teachers.

Other top teacher retention challenges include teachers leaving the profession and the scarcity of appropriately licensed teachers. Other top reasons teachers noted for leaving teaching included a lack of respect for the profession, lack of student accountability, and paperwork and/or bureaucratic issues.

Throughout the teacher survey, teachers added additional comments elaborating on some of the issues included in the table below. (The comments about stress/workload from teachers often indicated that workloads are too high, sometimes to the point that mental health suffers.)

Principals		Teachers	
<u>Teacher Retention Challenges</u>	<u>Pct. of Principals</u>	<u>Reasons for Wanting to Leave Teaching Profession</u>	<u>Pct. of Teachers</u>
<b>Stress/Workload</b>	75%	<b>Stress/Workload</b>	75%
<b>Difficulty in Offering Competitive Salaries</b>	67%	<b>Lack of Respect for the Profession</b>	68%
<b>Community’s Quality of Life</b>	50%	<b>Higher Pay</b>	65%
<b>Teachers Leaving the Profession</b>	47%	<b>Lack of Student Accountability</b>	57%
<b>Scarcity of Appropriately Licensed Teachers</b>	44%	<b>Paperwork and/or Bureaucratic Issue</b>	56%
<b>Inadequate Housing Options in the Area</b>	42%	<b>Health Insurance Benefits</b>	50%
<b>Lack of Work Opportunities for Teachers' Spouses in the Area</b>	42%	<b>Student Discipline Issues</b>	44%
<b>Student Discipline Issues</b>	41%	<b>Leadership Issues in District</b>	41%
<b>School/District Reputation or School Accountability Label</b>	39%	<b>Leadership Issues in School</b>	39%
<b>Cost of Health Insurance</b>	38%	<b>Retirement</b>	39%
<b>Inadequate Community or Parent Support</b>	37%	<b>TESS</b>	39%
<b>School or District-Level Leadership</b>	36%	<b>Lack of Career Opportunities</b>	36%
<b>Student Population</b>	34%	<b>Standardized Testing</b>	30%
<b>Retirement Benefits</b>	25%	<b>Lack of Parent Involvement</b>	27%
		<b>Personal Reasons</b>	27%
		<b>Personal Skills and Abilities are Better Suited to Another Profession</b>	20%

Source: BLR Teacher and Principal Surveys (2021).<sup>61</sup>

Note: The percentage of principals includes those who rated the corresponding challenge as very or somewhat significant. The percentage of teachers includes those who rated the corresponding reason as very or extremely important. The teacher question was only asked of teachers who responded they were considering leaving the teaching profession.

<sup>61</sup> See Teacher Survey Responses, Question 34a and Principal Survey Responses, Question 19.

Teacher survey results also showed that 20% of teachers were considering transferring outside of their school or school district. Those teachers were asked to rate the importance of the several reasons for transferring. Higher pay was the top reason, followed by a lack of student accountability & stress/workload.

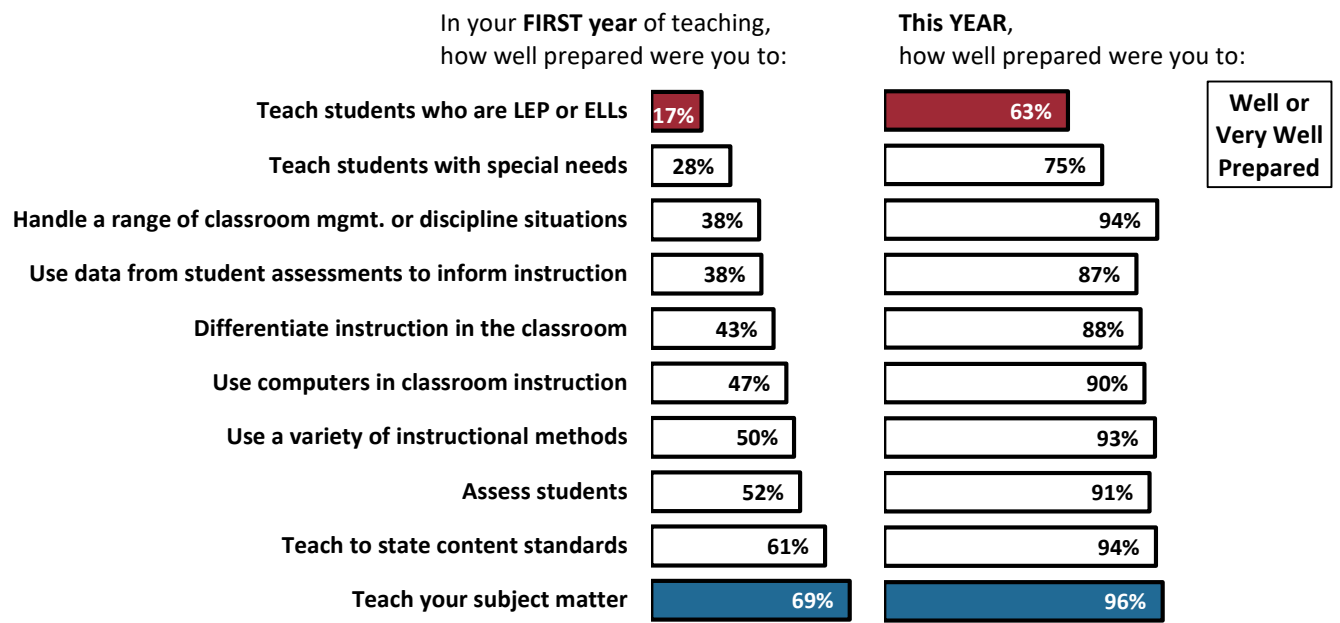
Reasons Why Teachers Are Considering Transferring Outside of School or District	
Reason	Percentage of Teachers
Higher Pay	61%
Lack of Student Accountability	53%
Stress/Workload	52%
Leadership Issues in the School	50%
Lack of Career Opportunities	50%
Community's Quality of Life	49%
Leadership Issues in the District	47%
Health Insurance Benefits	42%
Seeking Different Type of Teaching Position	42%
Student Discipline Issues	38%
Paperwork and/or Bureaucratic Issues	37%
Personal Reasons (Spouse's Job Change, Aging/Ill Parent, etc.)	36%
Lack of Parent Involvement	35%
Student Population	24%

Source: BLR Teacher Survey (2021).<sup>62</sup>

Note: This question was only asked of teachers who responded they were considering transferring out of their school or district. Respondents were asked to rank responses so totals will not equal 100%

**TEACHER PREPARATION**

Teachers responded to the BLR survey that they felt less prepared in their first year of teaching to deal with each item on a list of common school situations than they did in their current year of teaching.



<sup>62</sup> See Teacher Survey Responses, Question 32a.

*NATIONAL SURVEY RESULTS*

The following survey results for other states come from NCES's National Teacher and Principal NTPS survey in 2017-18 (the most recently available).<sup>63</sup>

**Percentage of Teachers Who Strongly or Somewhat Disagree**

State	"If I could get a higher paying job I'd leave teaching as soon as possible."	"The stress and disappointments involved in teaching at this school aren't really worth it."
<b>Top NAEP States</b>		
Massachusetts	21.7%	26.3%
New Jersey	29.6%	25.4%
New Hampshire	23.4%	20.9%
Minnesota	33.9%	25.5%
Wyoming	29.2%	25.9%
Virginia	40.3%	29.3%
Vermont	28.4%	29.3%
Indiana	43.0%	32.8%
Connecticut	30.9%	30.5%
Utah	34.0%	27.9%
<b>Top SREB States</b>		
Virginia	40.3%	29.3%
Florida	46.1%	31.9%
Maryland	N/A	N/A
North Carolina	41.6%	31.3%
Kentucky	34.8%	25.9%
Georgia	36.0%	28.7%
Tennessee	37.5%	25.9%
Texas	38.4%	28.7%
<b>Contiguous States and Arkansas</b>		
Missouri	25.2%	19.3%
Tennessee	37.5%	25.9%
Texas	38.4%	28.7%
Oklahoma	42.7%	28.6%
Arkansas	35.2%	28.6%
Mississippi	33.7%	28.2%
Louisiana	39.1%	26.9%

<sup>63</sup> U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2017-18.

## 2021 Legislation

### **Teacher and Administrator Recruitment**

[ACT 646](#) (SB524)<sup>64</sup> provides that by August 1, 2022, each public school district and open-enrollment public charter school in the state shall prepare a three-year teacher and administrator recruitment and retention plan. The act provides that the Equity Assistance Center shall provide technical assistance, guidance, and support to public school districts and public open-enrollment charter schools in developing recruitment and retention plans and setting and meeting annual goals. The act provides that the Department of Education shall set goals for increasing the number of teachers and administrators of minority races and ethnicities in this state. The act also provides that the Division of Higher Education shall collaborate with the State Board of Education, local universities, colleges, public school districts, and open-enrollment public charter schools to develop a strategic plan for increasing the number of teachers and administrators of minority races and ethnicities in this state.

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<sup>64</sup> This act amended Arkansas Code § 6-17-1901 ("Minority teacher and administrator recruitment plan).

## Appendix A: Arkansas Educator Preparation Providers and CAEP Accreditation

<u>Program Name</u>	<u>Type</u>	<u>Program Type Offered</u>	<u>CAEP Accreditation (or Equivalent)</u>
<b>American Board for Certification of Teacher Excellence</b>	Public	Alternative Route	No
<b>Arkansas Professional Pathway to Educator Licensure</b>	Public	Alternative Route	No
<b>Arkansas State University- Jonesboro</b>	Public	Traditional & Alternative Route	Yes
<b>Arkansas Teacher Corps</b>	Public	Alternative Route	No
<b>Arkansas Tech University</b>	Public	Traditional & Alternative Route	Yes
<b>Central Baptist College</b>	Independent	Traditional	Yes
<b>Crowley's Ridge College</b>	Independent	Traditional	Yes
<b>eStem Public Charter School</b>	Public	Alternative Route	No
<b>Harding University</b>	Independent	Traditional & Alternative Route	Yes
<b>Henderson State University</b>	Public	Traditional & Alternative Route	Yes
<b>John Brown University</b>	Independent	Traditional & Alternative Route	Yes
<b>Lyon College</b>	Independent	Traditional	Yes
<b>Ouachita Baptist University</b>	Independent	Traditional	Yes
<b>Philander Smith College</b>	Independent	Traditional	Yes
<b>Prism Education Center</b>	Independent	Alternative Route	No
<b>Southern Arkansas University</b>	Public	Traditional & Alternative Route	Yes
<b>Teach For America - AR</b>	Public	Alternative Route	No
<b>University of Arkansas - Fayetteville</b>	Public	Traditional	Yes
<b>University of Arkansas - Fort Smith</b>	Public	Traditional	Yes
<b>University of Arkansas - Little Rock</b>	Public	Traditional & Alternative Route	Yes
<b>University of Arkansas - Monticello</b>	Public	Traditional & Alternative Route	Yes
<b>University of Arkansas - Pine Bluff</b>	Public	Traditional & Alternative Route	Yes
<b>University of Central Arkansas</b>	Public	Traditional & Alternative Route	Yes
<b>University of The Ozarks</b>	Independent	Traditional	Yes
<b>Williams Baptist University</b>	Independent	Traditional & Alternative Route	Yes

Source: 2021 Educator Preparation Provider Quality Report<sup>65</sup>

<sup>65</sup> CAEP is the Council for the Accreditation of Educator Preparation. All Arkansas Institutes of Higher Education (IHE) must receive this accreditation, excluding the non-IHE-based programs. These programs may choose to seek CAEP accreditation but if not, their programs are review to ensure preparation is in accordance with statutes and formal agreements.



## Appendix B: Educator Preparation Programs – Addressing Shortage Areas, Minorities, Partnerships, and Science of Reading

<b>Program Name</b>	<b>Shortage Areas</b>	<b>Minorities</b>	<b>Partnerships</b>	<b>Reading</b>
<b>American Board for Certification of Teacher Excellence</b>	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
<b>Arkansas Professional Pathway to Educator Licensure</b>	Meets	Meets	Meets	Meets
<b>Arkansas State University-Jonesboro</b>	Exceeds	Exceeds	Exceeds	Exceeds
<b>Arkansas Teacher Corps</b>	Exceeds	Exceeds	Exceeds	Meets
<b>Arkansas Tech University</b>	Meets	Exceeds	Meets	Exceeds
<b>Central Baptist College</b>	Meets	Meets	Meets	Meets
<b>Crowley’s Ridge College</b>	Meets	Exceeds	Exceeds	Meets
<b>eStem Public Charter School</b>	Meets	Exceeds	Meets	Meets
<b>Harding University</b>	Meets	Exceeds	Meets	Exceeds
<b>Henderson State University</b>	Meets	Exceeds	Meets	Meets
<b>John Brown University</b>	Exceeds	Exceeds	Meets	Meets
<b>Lyon College</b>	Meets	Exceeds	Meets	Meets
<b>Ouachita Baptist University</b>	Meets	Exceeds	Exceeds	Exceeds
<b>Philander Smith College</b>	Meets	Exceeds	Meets	Meets
<b>Prism Education Center</b>	Does Not Meet	Does Not Meet	Does Not Meet	Does Not Meet
<b>Southern Arkansas University</b>	Meets	Meets	Exceeds	Exceeds
<b>Teach For America - AR</b>	Exceeds	Exceeds	Exceeds	Meets
<b>University of Arkansas - Fayetteville</b>	Exceeds	Exceeds	Exceeds	Meets
<b>University of Arkansas - Fort Smith</b>	Meets	Exceeds	Exceeds	Meets
<b>University of Arkansas - Little Rock</b>	Meets	Meets	Meets	Meets
<b>University of Arkansas - Monticello</b>	Exceeds	Exceeds	Exceeds	Meets
<b>University of Arkansas - Pine Bluff</b>	Meets	Meets	Exceeds	Meets
<b>University of Central Arkansas</b>	Exceeds	Exceeds	Exceeds	Exceeds
<b>University of The Ozarks</b>	Meets	Exceeds	Exceeds	Exceeds
<b>Williams Baptist University</b>	Meets	Exceeds	Exceeds	Exceeds

Source: 2021 Educator Preparation Provider Quality Report<sup>67</sup>

<sup>67</sup> Ratings of “Does Not Meet”, “Meets”, and “Exceeds” are given by DESE based on responses provided by Educator Preparation Programs addressing the following: 1. Geographic or Academic Shortage Areas; 2. Increasing the Number of Minority Teachers; 3. Increasing P-12 School and/or Community Partnerships; and 4. Monitoring Effectiveness of the changes made to meet the Science of Reading Requirements.