

CNM Teacher Pipelines

Trends in Recruitment and Retention

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CNM Education Programs

▶ Early Childhood Multicultural Education (ECME – AA)

- ▶ Bilingual Elementary
- ▶ Child Development Certificate
- ▶ Birth-3rd Grade Teacher
- ▶ Infant Family Studies
- ▶ Program Administration

▶ Teacher Education (EDUC-AA)

- ▶ Bilingual Elementary
- ▶ Career and Technical Education
- ▶ Elementary
- ▶ Secondary
- ▶ Special Education

▶ Alternative Teacher Licensure (ATLP – Post Baccalaureate)

- ▶ Elementary Education
- ▶ Secondary Education
- ▶ Special Education
- ▶ TESOL and Gifted Endorsement

▶ Online Teaching and Learning (TLOL – Certificate)

▶ Career and Technical Education Licensure (CTE – Certificate in Development)



Graduates and Current Enrollment

Graduates by Program

	ECME (CDC)	ECME (AA)	EDUC (AA)	ATLP
2011-2012	26	34	45	115
2012-2013	396	46	69	90
2013-2014	158	59	64	93
2014-2015	219	63	86	124
2015-2016	246	77	72	108
TOTAL	1045	279	336	530

Current Declared Majors

ECME	EDUC	ATLP
537	575	317



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CNM: Responding to the Needs of the Community

- ▶ Special Education and STEM Recruitment
 - Highlight: RRPS SPED Licensure Cohort
- ▶ TESOL and Gifted Endorsement Coursework
- ▶ Early Childhood Bilingual Programs
 - Spanish ECME coursework paired with ESL support
 - Crianza Business Accelerator



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Recruitment and Retention: Staffing High-Need Areas

- ▶ CNM's Commitment Through Targeted Recruitment
 - Preferring high-need areas (bilingual, STEM, special education)
 - Application processes
 - Course offerings
 - Strategic partnerships with districts, schools, and industry (Intel, Sandia, etc.)
- ▶ Challenges of Retention (NM and Nationally)
 - High attrition rates (30-50% within 5 years)
 - New teachers often hired in hard to staff positions
- ▶ Potential Areas for Initiatives and Support
 - Incentives to support high-quality teachers to stay in hard to staff settings
 - Apprentice/induction models for new teachers



Recruitment and Retention: Articulated Transfer Pathways

- ▶ Goal: Creating Seamless Transfer Pipelines Between AA and BA Programs
 - “2+2” agreements between two and four-year institutions that allow for seamless transfer and transition
 - Highlight: New Mexico Highlands University
- ▶ Changes to Teacher Education Programs: Senate Bill 329
 - As programs are revised, provides opportunity to ensure articulation and consistency between institutions and formalized agreements
- ▶ Potential Areas for Initiatives and Support
 - Statewide teacher education articulation agreement/framework
 - Studying/tracking program changes on a statewide level due to SB 329



Recruitment and Retention: Supporting New Teachers

- ▶ Alternative Level I Teaching License
 - Majority of ATLP students working as teacher of record (>75%)
 - Filling high need areas and hard to staff positions
 - No distinction in support or evaluation frameworks
 - Teachers pursuing licensure (Alternative Level I)
 - Teachers completed licensure program (Level I)
- ▶ Potential Areas for Initiatives and Support
 - Mentorship and/or induction for individuals teaching on Alternative Level I license
 - Evaluation models that recognize the provisional status of early teachers on Alternative Level I license



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