

# CCEA

Clark County Education Association

the **union**  
of teaching  
professionals

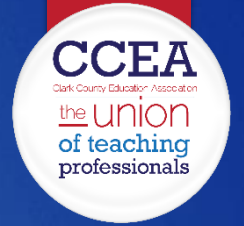
## Strengthening Nevada's PK-20 Teacher Pipeline: An Assessment to Meet Workforce Projections

Brenda A. Pearson, Ph.D.  
Director of Strategic Initiatives, CCEA  
Monica Cordova-Medina  
Graduate Student Researcher, UNLV  
Karen Wu  
High School Student, CCSD  
Tam R. Lester  
High School Teacher, CCSD  
Kenneth A. Belknap  
High School Teacher, CCSD



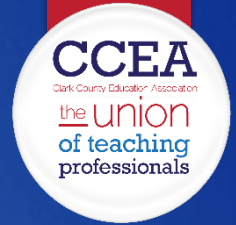
\*Prepared for NPWR Research Forum, December 10, 2024

# Who We Are



The Clark County Education Association is the largest independent teacher's union in the country. We are the recognized bargaining agent for teachers and licensed professionals in Clark County, Nevada, home to over 18,000 educators and licensed professionals. CCEA is steadfast in its dedication to advocating for the rights and interests of educators and ensuring the highest quality of education for students.

# Our Dedication to Nevada's Workforce



## Nevada's Teacher Turnover: A Symptom of a Larger Problem

*Clark County Education Association*

2019

## Southern Nevada Asset Map Report – Phase I

*Department of Economics, University of Nevada, Reno*

## Preparing the Way for a New Economy: A Nevada Career Pathway Initiative

*Center for Public Research and Leadership, Columbia University*

2023

2022

## Aligning K-16 Workforce Pipelines for a New Economy

*Department of Economics, University of Nevada, Reno*

## The Landscape of Workforce Development Federally and in the State of Nevada

*Center for Public Research and Leadership, Columbia University*

2024

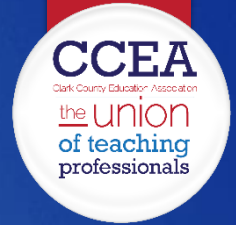
## Strengthening Nevada's PK-20 Teacher Pipeline: An Assessment to Meet Workforce Projections

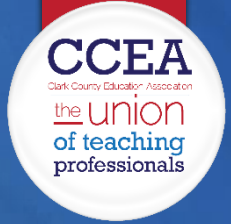
*Clark County Education Association*



# Overview

- ▶ The Catalyst
- ▶ The Aim
- ▶ Our Work
- ▶ The Impact

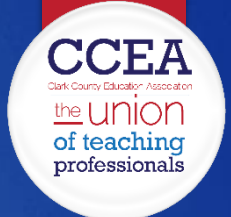




# Projected Need for Teaching Professionals in Southern Nevada

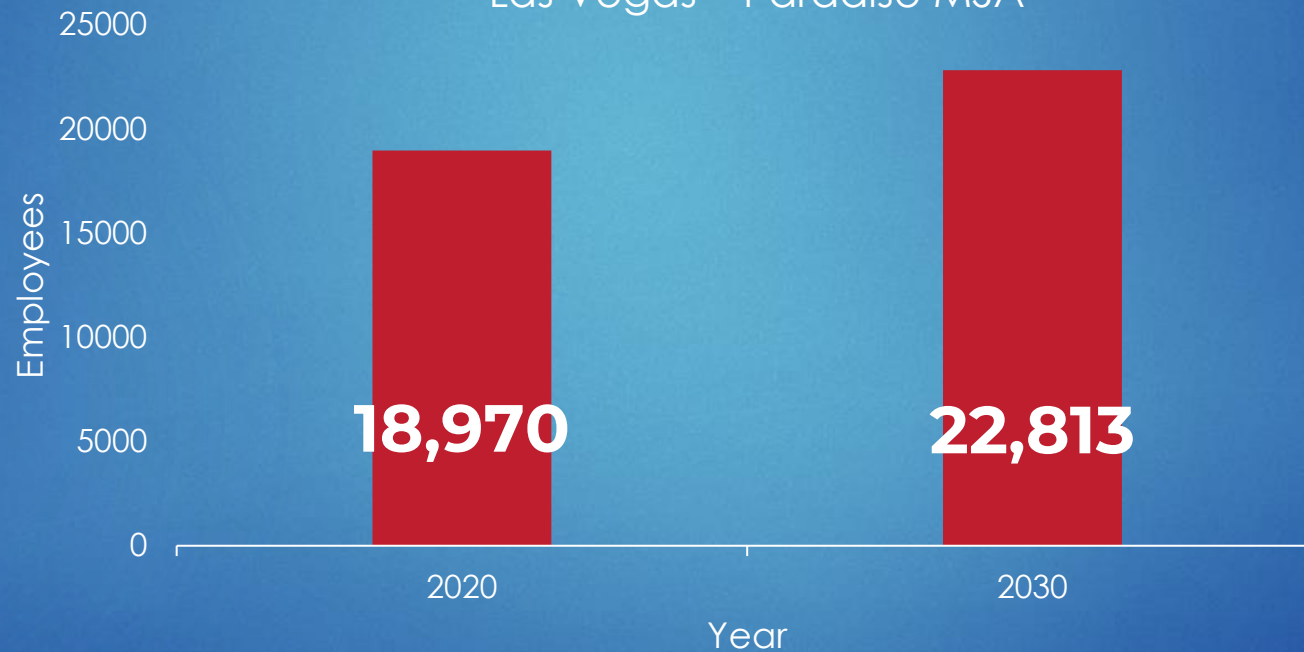
RESEARCH QUESTION 1

# Southern Nevada's Future Need of Teaching Professionals

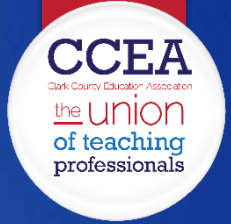


## Long-Term Projections 2020 to 2030

Projected Employment Growth  
Las Vegas – Paradise MSA



# Southern Nevada's Future Need of Teaching Professionals



## Long-Term Projections 2020 to 2030

Total Annual Openings  
Las Vegas – Paradise MSA



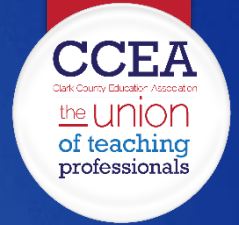
- ▶ Average Vacancies: >1k
- ▶ Average Attrition: ~1.9k
- ▶ Average New Hires: ~1.8k

# Matriculation of Teaching and Training Students in CCSD

RESEARCH QUESTION 2



# Matriculation Within CCSD's CTE Teaching and Training Program of Study



Average Level I Placement

1,900  
Students  
between  
2019 & 2022

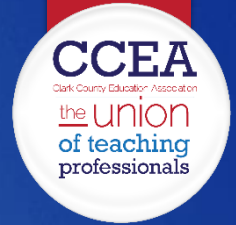
Average Level II Placement

820  
Students  
between  
2020 & 2023

Average Level III Placement

420  
Students  
between  
2021 & 2024

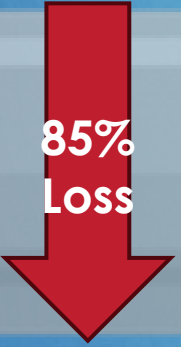
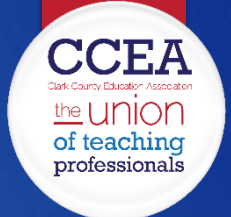
# One Cohort from CCSD's CTE Teaching and Training Program of Study



Completers & Seniors  
2021-2022

407

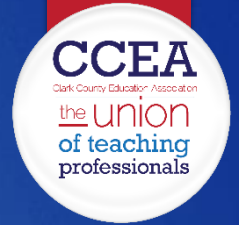
# Graduated with CTE Teaching and Training Certificate of Completion

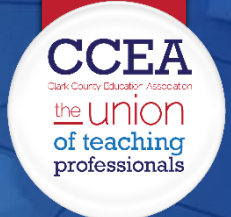


Earned Certificate  
2021-2022

61

# Majoring in Education at NSHE Institutions Following High School Graduation

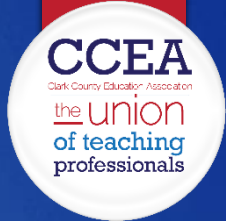
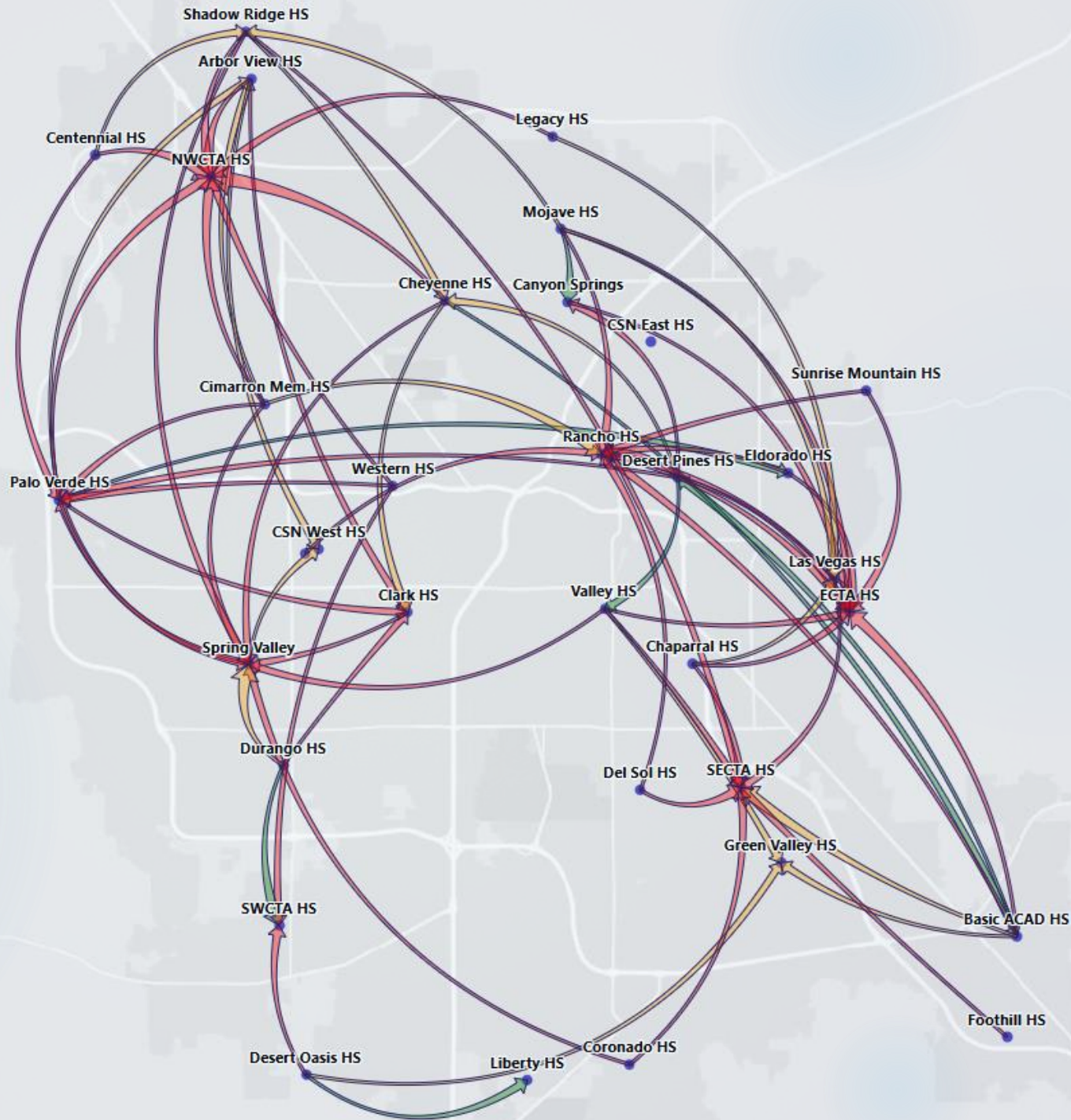




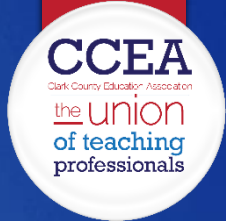
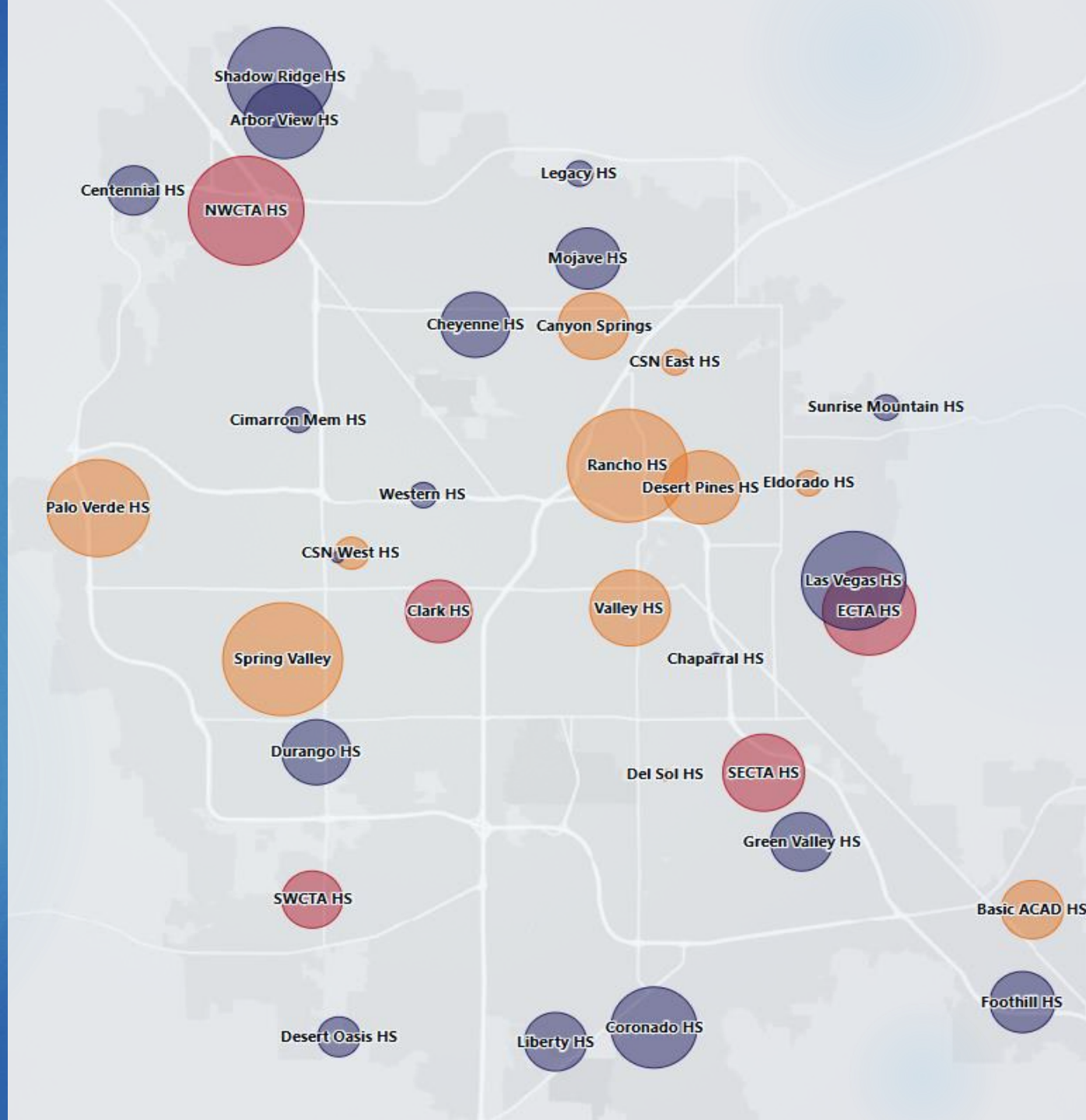
# CTE Teaching and Training Availability & Access for CCSD Students

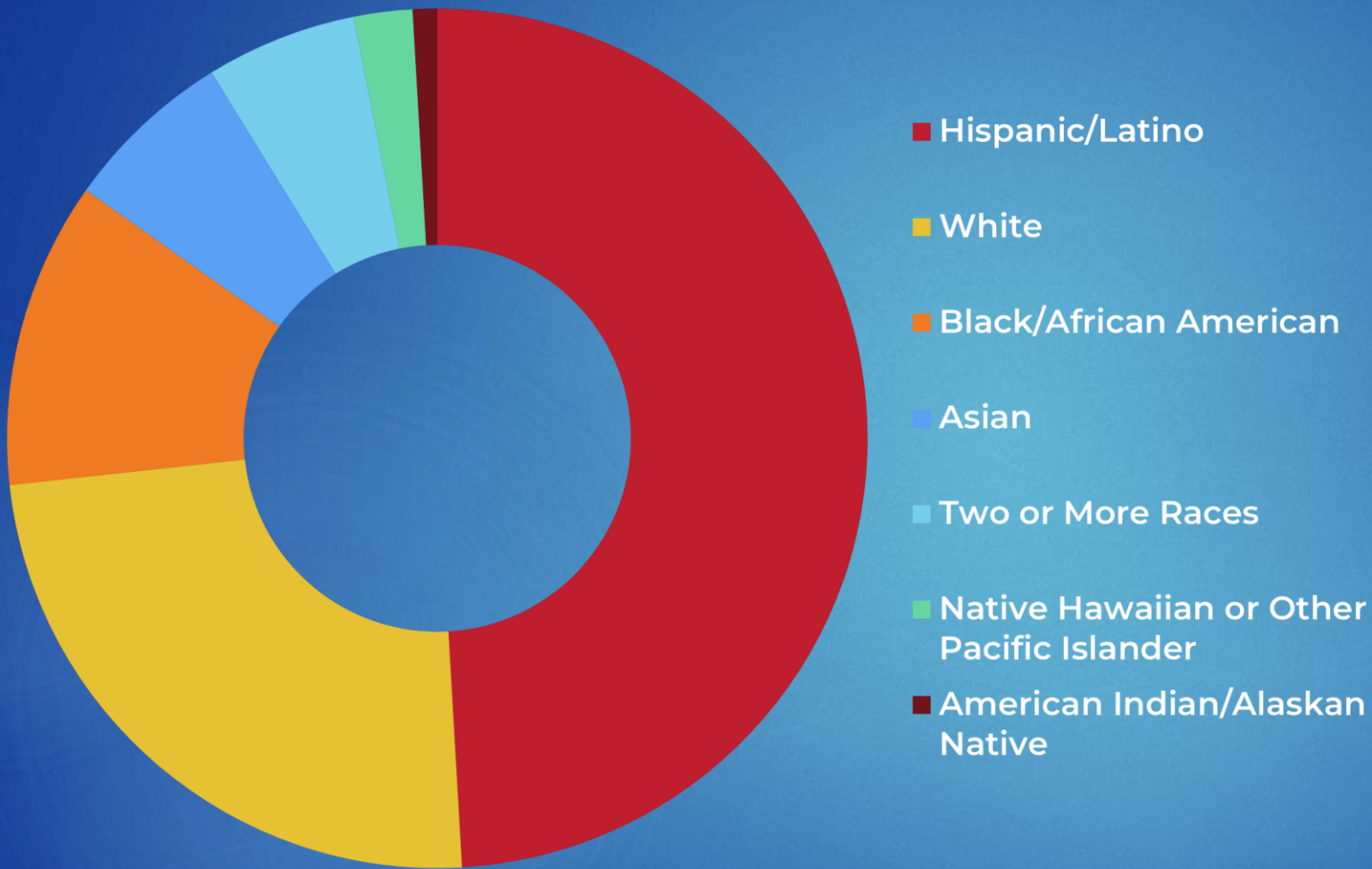
RESEARCH QUESTION 3

# Use of Change-of- School Assignment in 2021-2022



# Program Density in 2021-2022





# 2021-2022 Teaching and Training Students



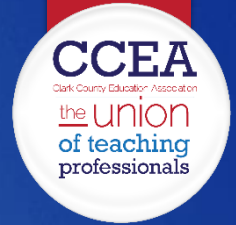


# Gaps and Weaknesses of CTE Teaching and Training in CCSD

RESEARCH QUESTION 4

# Qualitative

## Implementation of the CTE Teaching and Training Program

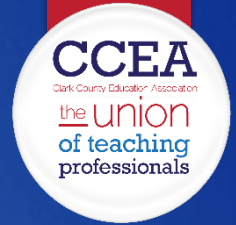


*“They’re dumping 150 to 200 students as freshmen that have zero interest in the actual profession [into the teaching and training program] and then they’re just kind of hoping that after two years—that out of those 200— there will be 20 kids that perhaps want to do this. So, you’re just **throwing a bunch of stuff at the wall and hoping a few things stick**. Then what I’ve seen in my seven years at the comprehensive level is the turnover rate with teachers [teaching the Program of Study] is insane.”*

*– Teacher Participant*

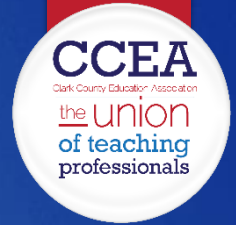
# Qualitative

## Implementation of the CTE Teaching and Training Program



*“Right now, I have all the teaching and training [students]. They have year two, three, and four all in one big class together. So, I have them only once [a week] and it’s all together [in one classroom]. [Students] on this side of the room are doing this; you guys are doing this thing on this side of the room; and you guys are doing this different thing... So, **I’m trying to wear three different hats at once.** I feel like the circus performer spinning the plates.”*

*– Teacher Participant*



# Qualitative

## Matriculation of Students

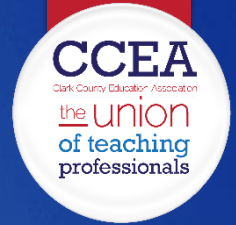
### Student Attrition

*"I wish that there were more people who were actually interested in my teaching [and training] program. **We have a very small program, and a lot of people end up leaving.**"*  
– Student Participant



# Academic Preparedness of CTE Teaching and Training Participants in CCSD

RESEARCH QUESTION 5

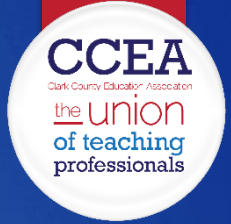


# Qualitative

## Structural Impacts on Matriculation

*“So, if they get lower than a B, essentially, in a class [within the program], they get kicked out of the program and can’t move on and **for some of our kids getting a C, that’s their best grade** and it’s like to be a teacher—you don’t have to have straight A’s in school.”*

*– Teacher Participant*



# Qualitative

## Structural Impacts on Matriculation

*"I have ... 22 students in my teaching and training one [course]. I have like 8 [in teaching and training two]... if those kids are gonna be in my class and those are—you know because there's some kids who failed because **we can't have students who could potentially have less than a 3.0 GPA [in the program]** because they have to [have a 3.0 GPA] in order for them to be a course completer... **So they're kind of weeded out.**"*

*– Teacher Participant*

The background is a top-down view of various school supplies scattered on a light blue surface. The items include pens, pencils, markers, paper clips, erasers, and small decorative pieces. A solid red rectangle is positioned in the upper right corner. The text is overlaid on the left side of the image.

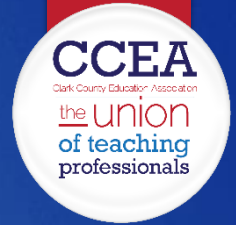
# Engagement of CTE Teaching and Training in CCSD

RESEARCH QUESTION 6



# Qualitative

## Implementation of the CTE Teaching and Training Program

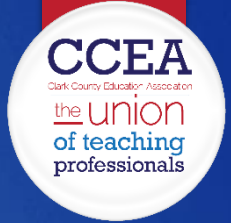


*"I think definitely **our dual credit classes should expand more** to different career paths [within education]."*

*– Student Participant*

*"Our senior year, we just do a dual credit course in education. It's kind of like **all the exciting stuff already happened.**"*

*– Student Participant*



# Qualitative

## Motivation to Pursue a Career in Teaching Students Pursuing the Teaching Profession

*“Walking into a Pre-K classroom, instantly, like **I talked to amazing teachers who inspired me** and I’m like wow, I want to become a pre-K teacher.”*

*– Student Participant*

*“So, I became a teacher because ever since kindergarten, I knew I wanted to be a teacher. It would just evolve into me—becoming a math teacher in elementary school. Once I realized what high school was and I was like, hey, maybe **I can specialize in being a teacher in math. So here I am living my dream.**”*

*– NSHE Student Participant*



# Challenges

Student Placement	Academic Preparedness	Engaging Opportunities
<p data-bbox="402 578 631 672"><b>36%</b></p> <p data-bbox="226 686 817 901">Fewer students matriculated through during the 2021-22 school year</p>	<p data-bbox="1156 578 1386 672"><b>28%</b></p> <p data-bbox="991 686 1582 786">Completers earned a CTE certificate of completion.</p>	<p data-bbox="1735 601 2214 729"><b>One-size-fits-all model</b></p> <p data-bbox="1735 829 2382 958"><b>Limited engagement opportunities</b></p>



# Strengths

Student Diversity	Teacher Quality	School Options	Education Major
<p><b>78%</b> CTE Teaching and Training participants are students of color</p>	<p><b>Respected</b></p>	<p><b>33%</b> Program participants utilized public school choice</p>	<p><b>20%</b> Students participated in the Program of Study in high school</p>

# Policy Recommendations

- 1** Establish a career pathway for future teachers.
- 2** Employ a more comprehensive future teacher pipeline.
- 3** Make structural changes to the Program of Study.
- 4** Evaluate the academic preparedness of students to align support.
- 5** Enhance accountability for CTE programs to reduce attrition.

# Limitations

- ▶ Most complete data surrounded the 2021-2022 academic year
- ▶ CTE Table limited to Concentrators and Completers
- ▶ Student representation of those interviewed
- ▶ Not all schools with Teaching and Training programs covered

# NPWR Recommendations

## Data Tables

- ▶ Label tables that contain temporal/historical data
  - ▶ Include what is the earliest **and** latest timeframe available
- ▶ CTE tables should be temporal/historical and must include information on participants
- ▶ Provide sample datasets
- ▶ Provide key to value dictionaries for decoding variables
- ▶ NDE Assessment tables should include CTE Workplace Readiness assessment results

# Questions ?

- ▶ Brenda A. Pearson, Ph.D.
- ▶ [bpearson@ccea-nv.org](mailto:bpearson@ccea-nv.org)
- ▶ (702) 473-1023

