

Understanding the teacher pipeline for Indiana's K–12 public schools

Indiana policymakers were concerned about teacher shortages and wanted a better understanding of the teacher pipeline for Indiana's K–12 public schools.

The Midwest Alliance to Improve Teacher Preparation at the Regional Educational Laboratory (REL) Midwest, the Indiana Commission for Higher Education, and the Indiana Department of Education partnered to conduct a study that examined outcomes for students who first enrolled in an Indiana public college or university in 2010/11, 2011/12, or 2012/13 and pursued a bachelor's degree in education at any point in college (undergraduate education students). **The study followed undergraduate education students to the 2017/18 school year for college degree completion and certification and to the 2018/19 school year for employment in Indiana K–12 public schools.**

Action steps for education leaders

The study authors suggest that state and teacher education leaders in Indiana consider the following **strategies to attract more talented individuals into the teaching field** and help teacher candidates succeed in both college and the classroom.



Prioritize strategies that increase diversity in the teacher pipeline.



Increase financial aid to students from low-income backgrounds and expand other support resources to them, such as college readiness supports.



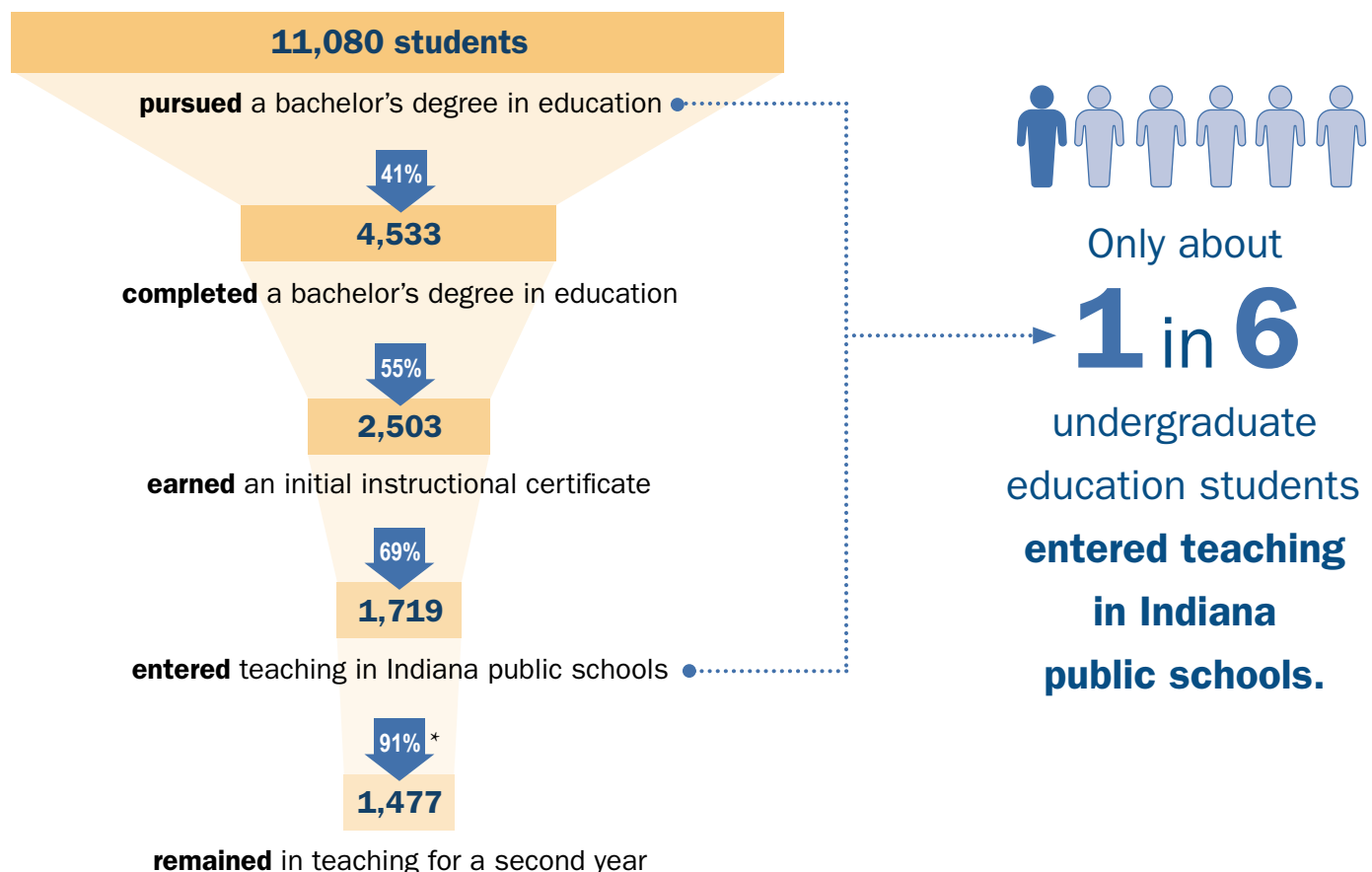
Encourage students to enroll in education programs no later than the end of their second year of college.



Enhance policies and practices that encourage qualified students to transfer from two-year to four-year colleges and enter education programs.

Key findings from the study

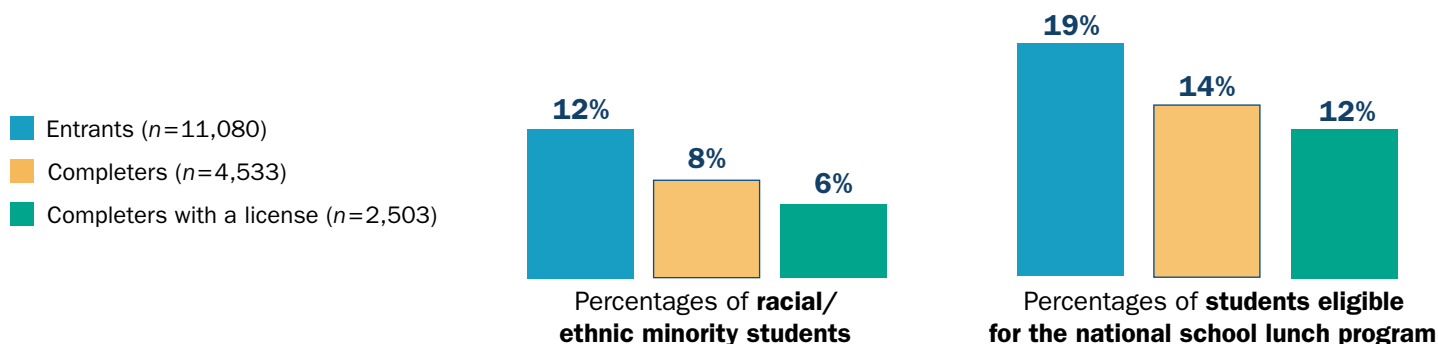
Fewer than half of the undergraduate education students in the 2010/11–2012/13 cohorts **obtained a bachelor's degree in education** by 2017/18.



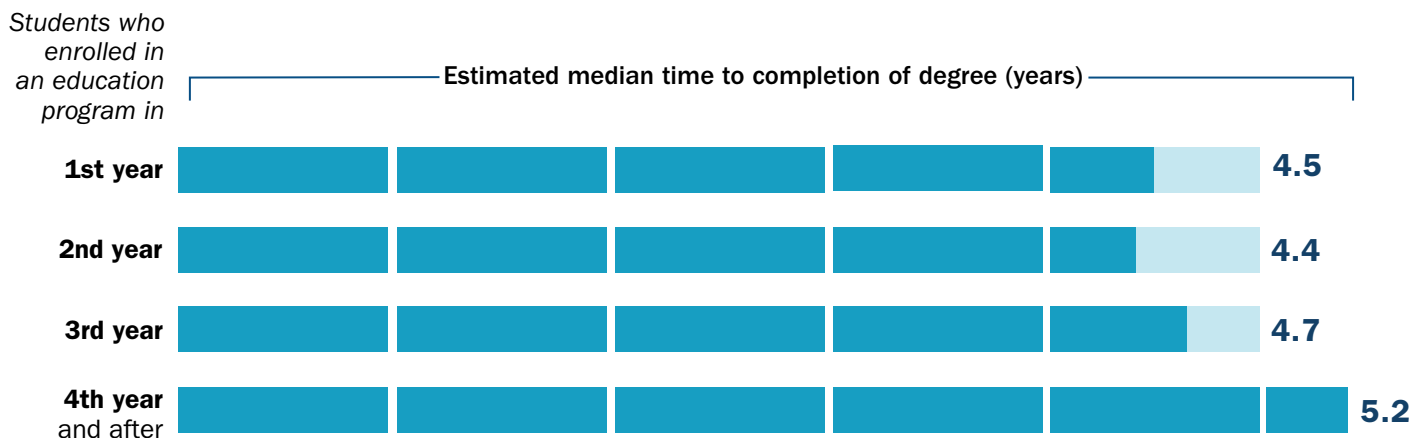
* The percentage represents the proportion of teachers who entered teaching before 2018/19 and remained teaching for a second year. The calculation excluded 96 teachers who entered teaching in 2018/19 for the first time.

There were **decreases in diversity** along the teacher pipeline.

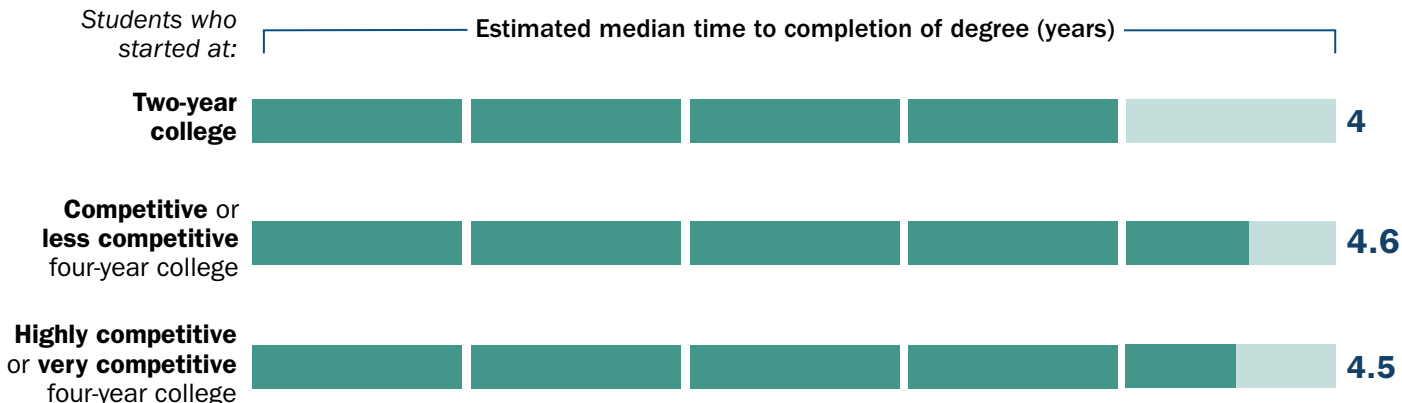
Compared with the initial group of students entering education programs, students who completed a bachelor's degree, those who earned an initial instructional license, and those who entered teaching in an Indiana public school **were less likely to be from racial/ethnic minority groups** or have been **eligible for the national school lunch program in high school**.



The estimated time to complete a bachelor's degree in education was **longer for students who enrolled in their third year or later, after adjusting for other factors**.



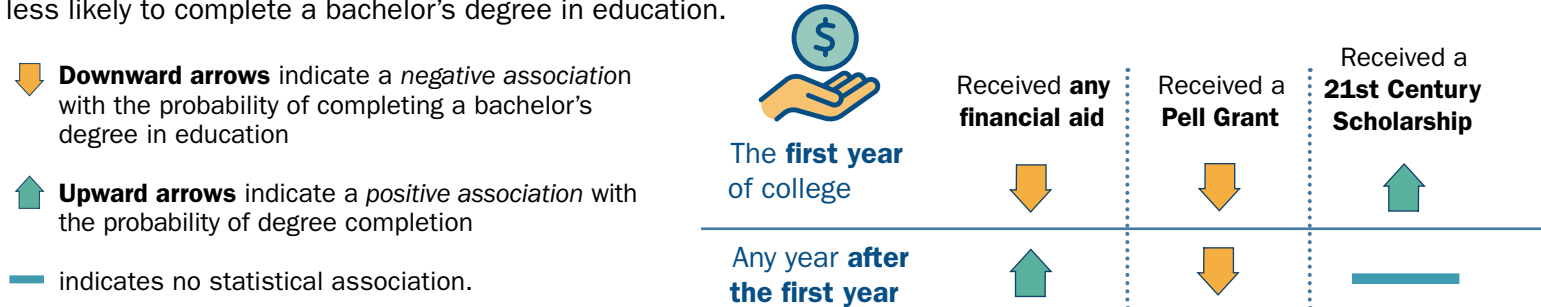
Students who **started at a two-year college** and later transferred to a four-year college **completed an education degree in less time** than students who started at a four-year college after adjusting for other factors.



The "highly competitive or very competitive" group includes Indiana University–Bloomington and Purdue University–West Lafayette. All other public four-year colleges are in the "competitive or less competitive" group.

The probability of completing a bachelor's degree in education was related to the **type and timing of financial aid receipt** after adjusting for other factors.

Students who received an **Indiana 21st Century Scholarship** in their first year of college or who received financial aid beyond their first year were **more likely to complete a bachelor's degree in education**. Students with a Pell Grant were less likely to complete a bachelor's degree in education.



Read the full report: <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4611>

Wan, Y., Pardo, M., & Xia, J. (2020). *Characteristics of and outcomes for undergraduate education students in Indiana's public colleges and universities* (REL 2021-065). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest. <http://ies.ed.gov/ncee/edlabs>.

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