

Illinois Talent Pipeline Management Pilot Project

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In the midst of a challenging economic recovery, thenation's policy makers and education leaders are seeking newand potentially more effective strategies to align personal andpublic educational investments with job creation, increased levelsof employment, small business development, and entrepreneurialactivity. Reaching the 2020 national college completion goal willrequire powerful and fully implemented innovations in two-yearcolleges, particularly in states and regions where economicdifficulties are more deeply entrenched. Grounded in the Midwest context, this special issue examinesseveral promising policies and innovations that re-envision therole of two-year colleges in developing regional rather than localsolutions to the emerging economic and educational challenges. This is the 157th volume of this Jossey-Bassquarterly report series. Essential to the professional libraries ofpresidents, vice presidents, deans, and other leaders in today'sopen-door institutions, New Directions for CommunityColleges provides expert guidance in meeting the challengesof their distinctive and expanding educational mission.

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This report examines a grass-roots movement for teacher diversity and development: paraeducator pathways into teaching. The desire to recruit a more diverse pool of teachers for urban schools and critical shortage areas has spurred a renewed interest in paraprofessional career opportunity programs. The 149 paraeducator-to-teacher programs identified in a survey by Recruiting New Teachers are described in terms of program scope and purpose; a profile of participants; overcoming barriers to participation; program models; recruiting, evaluating, and tracing participants; program budget and administration; and outlook. Sources of support for paraeducator-to-teacher programs include foundations, federal and state sponsorship, and teacher unions and paraprofessional associations. The study suggests that the paraeducator-to-teacher programs are an important influence in diversifying the teacher workforce, can be an important link between schools and communities, and can raise skill levels and earning power of their participants. A substantial bibliography is included. The appendices include profiles of nine programs; study methodology; presentation of data from the program survey; strategies to help paraeducators surmount barriers to career advancement; and workshop topics for staff.
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