

MPR Reference No.: 6215-030

MATHEMATICA
Policy Research, Inc.

**Career Choices of
Passport to Teaching
Alumni: Cohorts 1 and 2**

Final Report

May 15, 2007

*Gail P. Baxter
Elizabeth Seif
Steven Glazerman*

Submitted to:

American Board for Certification of Teacher
Excellence
1225 19th Street N.W., Suite 400
Washington, DC 20036
Telephone: (202) 484-9220

Project Officer:
Joshua Boots

Submitted by:

Mathematica Policy Research, Inc.
600 Maryland Ave., S.W., Suite 550
Washington, DC 20024-2512
Telephone: (202) 484-9220
Facsimile: (202) 863-1763

Project Director:
Steven Glazerman

ACKNOWLEDGMENTS

Several people contributed to the research reported here. We could not have done the research without the gracious cooperation of the American Board for Certification of Teacher Excellence (ABCTE) Passport to Teaching alumni. At ABCTE, Joshua Boots and Rebecca Kimport provided data on Passport alumni and information on the history of the Passport to Teaching program.

Duston Pope and his colleagues at Market Strategies, Inc. hosted the web survey. At Mathematica Policy Research, Inc., Walter Williams monitored the data collection. John Deke carefully read the draft report and provided helpful comments. Cindy George edited the report and Jessy Nazario prepared it for publication.

CONTENTS

Section	Page
A. INTRODUCTION	1
B. HISTORY OF THE PASSPORT TO TEACHING PROGRAM	2
C. SURVEY METHODS AND PARTICIPANTS	2
D. CAREER CHOICES OF ABCTE ALUMNI.....	6
<i>Question 1. What is the current employment status of ABCTE alumni?</i>	6
Alumni Who Are Teaching.....	7
<i>Question 2. What kinds of schools do they teach in?</i>	7
<i>Question 3. What is their teaching assignment?</i>	9
<i>Question 4. Do alumni expect to retain their teaching assignment in the coming year?</i>	10
Alumni Who Are Not Teaching.....	11
<i>Question 5. Why are some alumni not currently teaching?</i>	11
<i>Question 6. Did Passport holders remain in teaching following certification?</i>	12
<i>Question 7. What are their expectations about teaching in the future?</i>	12
E. SUMMARY	13
APPENDIX A: STATES THAT ACCEPT PASSPORT TO TEACHING CERTIFICATION AS AN ALTERNATIVE ROUTE TO STATE LICENSURE AND THE CERTIFICATIONS EACH STATE ACCEPTS.....	A.1
APPENDIX B: BACKGROUND CHARACTERISTICS AND EMPLOYMENT STATUS OF ALUMNI BY WHERE THEY WERE CERTIFIED.....	B.1

A. INTRODUCTION

Since their inception in the 1980s, alternative certification programs have grown to account for about one third of all new teachers certified annually. Examples of alternative certification programs include Troops to Teachers, Transition to Teaching, and the more recent Passport to Teaching offered by the American Board for Certification of Teacher Excellence (ABCTE). Several factors have contributed to the growth of alternative teacher certification programs, such as an aging teacher population, class size reduction initiatives, difficulties in attracting quality minority candidates to the profession, and shortages of those prepared to teach math, science, and special education. Despite the large and growing role of alternative certification programs, much remains to be learned about the teachers certified through these programs and their experiences after receiving certification.

In this report, we examine the early career trajectories of those who have successfully completed the ABCTE Passport to Teaching certification. Future reports will examine how the careers of these Passport alumni develop over a three-year period after receiving certification. To elicit information on the career choices of Passport alumni, Mathematica Policy Research, Inc. (MPR) designed a survey that addressed the following questions:

1. What is the employment status of those who have recently completed the ABCTE Passport to Teaching certification program?

For those who are teaching:

2. What kinds of schools do they teach in?
3. What is their teaching assignment?
4. Do they expect to retain their teaching assignment in the coming year?

For those who are not teaching:

5. Why are they not currently teaching?
6. Did they teach after being certified?
7. What are their expectations about teaching in the future?

To set a context for interpreting the findings of the alumni survey, we begin the report with a brief history of the ABCTE Passport to Teaching certification program. In the second section of the report, we describe: (1) the first administration of the alumni survey, (2) characteristics of the survey respondents, and (3) the respondents' reasons for seeking ABCTE certification. In the third section of the report, we analyze the career choices of alumni who responded to the survey. The final section summarizes the key findings of the first round of the alumni survey.

B. HISTORY OF THE PASSPORT TO TEACHING PROGRAM

The No Child Left Behind (NCLB) legislation of 2001 fueled interest in alternative certification in large part because it required states to ensure that all teachers are highly qualified in the subjects they teach. ABCTE provides an alternative certification for professionals who want to change careers and become teachers, as well as for current teachers who need to earn certification. The goal is to provide an affordable, flexible, and high-quality route to certification, that is also nationally recognized and portable. Unlike the many other alternative routes to certification, ABCTE does not require any formal course work or classroom teaching practice prior to certification. Rather, the certification centers on a set of exams, one in content and one in pedagogy.

In 2003, ABCTE began offering the Passport to Teaching certification in Elementary Education (K-6), and within a year certifications were also available in English Language Arts (6-12) and Mathematics (6-12). To earn Passport to Teaching certification, candidates must hold a bachelor's degree in any subject area, pass a federal background check, pass an ABCTE examination in the subject(s) they want to teach, and pass the ABCTE professional teaching knowledge exam. All exams are administered online at testing centers around the world, thus providing maximum flexibility to the prospective candidate for a fee of approximately \$500.

Currently ABCTE offers Passport to Teaching certification in Elementary Education (K-6), English Language Arts (6-12), Mathematics (6-12), General Science (6-12), Biology (6-12), Physics (6-12), Chemistry (6-12), and Special Education (K-6)¹. Passport to Teaching is recognized under the federal No Child Left Behind Act of 2001 as an approved way to demonstrate that a teacher is highly qualified. Further, it is an approved route to state licensure in Pennsylvania, Idaho, Utah, New Hampshire, Florida, and Mississippi. Each of these states recognizes one or more of the available certifications and may impose additional requirements on Passport holders who wish to teach in their state. Appendix A provides the date each of these states recognized the Passport certifications and which certifications each state currently accepts as an alternative route to state licensure.

C. SURVEY METHODS AND PARTICIPANTS

As of October 2006, 258 individuals had successfully completed the Passport to Teaching certification. In characterizing alumni and their career choices, we wanted to explore how similar or different the first Passport recipients were from those who sought certification in later years. Consequently, for this report we group Passport alumni into two cohorts. Cohort 1 includes those certified between 2004 and September 30, 2005.² Cohort 2 includes those certified between October 1, 2005, and September 30, 2006. An important goal of the three-year

¹ A reading endorsement, although available to all certified teachers, satisfies the specific requirements of Florida and Idaho.

² Although Elementary Education certification was made available in 2003, the first Passport certification was not awarded until 2004. We chose an end date of September 30 because it generally corresponds with the end of the hiring period for a particular school year.

alumni survey is to monitor the characteristics of alumni and their career choices by cohort. Differences between cohorts may signal increased recognition of the Passport to Teaching as an alternative route to teaching in America's schools.

MPR designed a brief survey to monitor the career choices of ABCTE alumni following their receipt of certification. The first of three planned rounds of the alumni web survey was conducted November 2006 through January 2007. ABCTE provided a list of names and contact information for those certified before October 1, 2006. As noted, this represents the first two cohorts of alumni. Because this round of the survey used the entire list, it constitutes a population census of all Passport to Teaching certificate program alumni. In future years, we may draw probability samples from each cohort.

Overall, 208 of the 258 alumni completed the survey, for a response rate of 81 percent. These figures exclude one Passport holder who is deceased (and therefore is not considered part of the eligible sample for follow-up data collection). Alumni certified on or after October 1, 2006, are considered part of the program's third cohort and will be included in future rounds of the alumni survey. Two individuals logged on but did not provide answers to any questions and are treated as eligible incompletes.

Who obtains a Passport certificate?

The survey confirmed the background characteristics reported by alumni to ABCTE in their applications to enter the Passport certification program. As shown in Table 1, the survey respondents are similar to the overall alumni. That is, respondents are predominantly white and female, although nearly 40 percent are male. The average age of 40 years suggests that many are either career changers or experienced teachers. There is an apparent difference in race/ethnicity between all ABCTE alumni (column 1) and those who responded to the survey (column 2). The data in column 1 came from information collected by ABCTE when an individual registered to enter the Passport to Teaching program. We were able to use our survey to fill in the administrative data that were missing or unavailable for these Passport candidates. In doing so, we learned that most ABCTE candidates who did not specify a race/ethnic category when they enrolled in the program identified themselves as white on our survey.

TABLE 1
BACKGROUND CHARACTERISTICS OF PASSPORT ALUMNI
(Percent, Unless Specified Otherwise)

Characteristics	Respondents and Nonrespondents	Survey Respondents		
	All	All ^a	Cohort 1	Cohort 2
Gender				
Male	38.1	38.5	32.7	40.3
Female	61.9	61.4	67.3	59.7
Age (in Years)	39.4	39.5	38.8	39.7
Race				
White, non-Hispanic	79.5	89.4	95.9	87.4
Black, non-Hispanic	1.6	1.0	0.0	1.3
Hispanic	2.3	2.4	2.0	2.5
Asian	5.0	5.3	2.0	6.3
Multiracial	1.2	1.0	0.0	1.3
Not specified	10.5	1.0	0.0	1.2
Location				
ABCTE states ^b	81.4	87.0	89.8	86.2
Other states	12.4	7.7	10.2	6.9
Overseas	6.2	5.3	0.0	6.9
Certification Area^c				
Elementary Education	50.4	52.9	67.4	48.4
English Language Arts	26.7	22.1	18.4	23.3
Mathematics	14.7	17.3	12.2	18.9
Biology	5.4	5.3	2.0	6.3
General Science	1.6	2.4	0.0	3.1
Sample Size	258	208	49	159

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

^aCohort 1 includes all those who were certified before October 1, 2005. Cohort 2 includes all those who were certified between October 1, 2005, and September 30, 2006.

^bABCTE states (Florida, Idaho, New Hampshire, Pennsylvania, Utah, and Mississippi) accept Passport to Teaching as an alternative route to state licensure.

^cFour alumni have more than one certification. Numbers here include candidate's first certification only.

As expected, alumni tend to reside in states that recognize Passport certification as an alternative route to licensure. Further, most are certified in one of the first three available areas: Elementary Education (53 percent), English Language Arts (22 percent), and Mathematics (17 percent). Compared to cohort 1, cohort 2 has a greater percentage of males (40 versus 33 percent), a greater percentage certified in Math or Science (28 versus 14 percent) and fewer alumni in Elementary Education or English Language Arts (72 versus 86 percent).

Why did alumni seek Passport to Teaching certification?

Most of those who obtained a Passport to Teaching certificate were seeking to enter the profession, but a substantial minority were seeking to continue in their current position. Of the 208 survey respondents, 59 percent reported seeking certification to allow them to enter teaching (Table 2). Nearly 37 percent of the alumni sought certification to allow them to retain their current teaching position, change teaching positions, or become recertified in an area for which their certification had lapsed. The remaining 5 percent sought certification to advance their career in a nonteaching position (for example, tutoring) or for some other reason (such as home schooling their children). Members of cohort 1 and cohort 2 were similar in their reasons for obtaining certification, although in cohort 2 there was a slight decline (from 63 to 57 percent) in the percentage of those planning to enter teaching and a slight increase (from 31 to 38 percent) in those seeking to retain a teaching position.

TABLE 2
REASONS FOR SEEKING ABCTE CERTIFICATION

Reason	Total Survey Respondents		Cohort 1		Cohort 2	
	Number	Percent	Number	Percent	Number	Percent
To enter the teaching profession	122	58.6	31	63.3	91	57.2
To retain or change teaching position	76	36.5	15	30.6	61	38.4
To advance career in education in a nonteaching position	7	3.4	1	2.0	6	3.8
Other reason	3	1.4	2	4.1	1	0.6
Total Survey Respondents	208	100	49	100	159	100

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

Across the sample of survey respondents, the average age of those who sought certification to enter the profession (39 years) does not differ substantially from the average age of those who sought certification to retain their position (40 years). As expected, those who sought certification to enter the profession (n = 122) and those who sought certification to retain or change teaching positions (n = 76) vary in years of teaching experience. Almost all of the alumni who sought certification to enter the teaching profession (93 percent) had four or fewer years of teaching experience. Eighty-three percent were in their first or second year of teaching. In contrast 45 percent of those who sought certification to retain or change teaching positions had five or more years of teaching experience and less than 20 percent were in their first year of K-12 teaching in the United States.

D. CAREER CHOICES OF ABCTE ALUMNI

In this section, we provide details of the alumni responses to the first round of the survey. This section is organized around the questions we set out to answer with the survey. We begin by characterizing the current employment status of alumni, then we present results for those who are teaching and for those who are not teaching.

Question 1. What is the current employment status of ABCTE alumni?

Although 59 percent of alumni sought certification to enter teaching and 37 percent sought it to stay in teaching, not everyone who successfully achieved Passport certification became and remained a K-12 teacher. Of the 208 survey respondents, approximately 74 percent indicated they currently hold a teaching position (Table 3). A closer look shows that 13 percent are teaching at the prekindergarten or postsecondary level or are employed in other types of instructional positions, such as tutoring or substitute teaching. Sixty-two percent are teaching in K-12 grades in the United States.

TABLE 3
CURRENT EMPLOYMENT STATUS

Employment Status	All Survey Respondents		Cohort 1		Cohort 2	
	Number	Percent	Number	Percent	Number	Percent
Teaching in United States						
Teaching K-12	128	61.5	29	59.2	99	62.3
Teaching pre-K or postsecondary	6	2.9	1	2.0	5	3.1
Other teaching (substitute, tutor)	12	5.8	1	2.0	11	6.9
Teaching Outside United States	8	3.8	1	2.0	7	4.4
Not Teaching	54	26.0	17	34.7	37	23.3
Total Survey Respondents	208	100	49	100	159	100

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

Overall, 26 percent of the alumni respondents are not teaching, nor are they employed in other types of instructional positions. More cohort 2 alumni reported teaching outside the United States (7 percent) compared to cohort 1 (2 percent). Fewer cohort 2 alumni reported that they are not currently teaching (23 percent) compared to cohort 1 (35 percent). These differences do not take into account those who previously taught but are not now teaching (see page 12). Appendix B presents background characteristics and current employment status of alumni for each of the following groups of alumni: (1) the two ABCTE state with the largest number of alumni (Florida and Idaho), (2) other ABCTE states (New Hampshire, Pennsylvania, and Utah) and (3) all other alumni (non-ABCTE states and those certified outside the United States).

Alumni Who Are Teaching

Of the 208 survey respondents, 128 reported that they are currently teaching K-12 in the United States. Questions 2 through 4 focus on these alumni and ask about the kinds of schools in which they teach and the nature of their teaching assignments. Those who are teaching range in age from 24 to 63 years of age (mean = 39 years). In addition, 51 percent are in their first year of teaching and 23 percent have been teaching five or more years.

Question 2. What kinds of schools do they teach in?

Of those who are teaching K-12, 68 percent are teaching in a public non-charter school (Table 4). Across all survey respondents, approximately equal numbers are teaching in public charter schools (14 percent) and private schools (16 percent). In cohort 2, fewer alumni are teaching in public non-charter schools (65 percent) compared to cohort 1 (79 percent) and more cohort 2 alumni reported teaching in a public charter school (17 percent) than did cohort 1 alumni (3 percent).

TABLE 4

TYPE OF SCHOOL

Type of school	Cohorts 1 and 2		Cohort 1		Cohort 2	
	Number	Percent	Number	Percent	Number	Percent
Public, non-charter	87	68.0	23	79.3	64	64.6
Public, charter	18	14.1	1	3.4	17	17.2
Private (independent or religious)	20	15.6	4	13.8	16	16.2
Other	3	2.3	1	3.4	2	2.0
Total Teaching K-12 in U.S.	128	100	29	100	99	100

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

Teachers were asked to identify the schools in which they teach. In an effort to characterize these schools, we attempted to match the school names to the Common Core of Data (CCD), a survey maintained by the National Center for Education Statistics (NCES). We present findings for schools in ABCTE states which we could match to the CCD file (public schools only). This results in a total sample of 92 schools for this analysis, most of which are in Idaho (48) and Florida (24).³ As shown in Table 5, Passport holders are generally teaching in areas of each state (urban in Florida, rural in Idaho) in which teaching positions are considered hard to fill. With

³ The three schools in non-ABCTE states, one each in Hawaii, Missouri, and Georgia, are excluded from this analysis because of small sample sizes.

the exception of Pennsylvania, more than 80 percent of Passport holders are teaching in public non-charter schools. In Pennsylvania, the Passport holders are split between public non-charter schools (56 percent) and public charter schools (44 percent).

TABLE 5
SCHOOL CHARACTERISTICS
(Percentages, Public Schools Only)

Characteristic	Total Across All ABCTE States	Idaho	Florida	Pennsylvania	Other ABCTE States ^a
	N = 92	N = 48	N = 24	N = 16	N = 4
Population served					
White	72	82	53	66	96
Black	10	1	20	26	1
Hispanic	15	15	25	6	2
Asian or Native American	3	2	2	2	1
Percentage of students receiving free- or reduced-price lunch					
	35	57	46	12	10
Location					
Large or midsize city	22	17	26	38	0
Urban fringe	42	23	60	56	50
Large or small town	5	10	0	0	50
Rural	32	50	17	6	0
Type of School					
Public, non-charter	80	81	92	56	100
Public, charter	15	13	4	44	0
Special education	2	0	4	0	0
Other/alternative	3	6	0	0	0

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not add to 100 due to rounding.

^aIncludes three schools in New Hampshire and one school in Utah.

Question 3. What is their teaching assignment?

We examined the correspondence between the areas in which alumni were certified and their teaching assignments. That is, are alumni teaching courses for which they have been certified? As shown in Table 6, 80 percent of alumni are teaching in their area of certification, although 21 percent are teaching other subjects as well. Twenty percent are teaching outside their area of certification. For some areas of certification (for example, English Language Arts and Mathematics) alumni are likely to be teaching in the areas in which they were certified. Those certified in Elementary Education were more likely than those certified in other areas to teach outside the field in which they were certified. Those certified in Elementary Education but teaching outside their area of certification indicated they were teaching a broad range of courses, such as biology, English language arts, math, or special education.

TABLE 6
TEACHING ASSIGNMENT

Certification	Number	Teaching in Area of Certification Only	Teaching in Area of Certification <u>and</u> Other Subjects	Teaching <u>Outside</u> Area of Certification
		Percent	Percent	Percent
Biology	5	60	20	20
Elementary Education	63	52	17	30
English Language Arts	32	72	16	13
General Science	3	33	67	0
Mathematics	21	71	24	5
Multiple Certifications ^a	4	50	50	0
Total Teaching K-12 in U.S.	128	59	21	20

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

^aFor this analysis, alumni with multiple certifications are considered to be teaching in their area of certification if they teach at least one course in one area for which they are certified.

Question 4. Do alumni expect to retain their teaching assignment in the coming year?

An alternative certification program may be considered successful if the program attracts quality candidates, and those candidates secure and retain teaching positions. Self-reported career expectations constitute the best information we have to date about the future career plans of Passport-certified teachers. We asked alumni who are currently teaching K-12 in the United States to indicate how likely it is that they will have the same position (school and teaching assignment) for the coming school year (Table 7). The majority of survey respondents (78 percent) indicated they are very likely to remain at the same school next year, while 17 percent indicated they were unsure (somewhat likely/unlikely). In addition, respondents indicated that they were very likely to have the same teaching assignment. Cohort 2 alumni were slightly less likely to expect to teach in the same school (76 percent) compared to cohort 1 alumni (86 percent), and less likely to expect to have the same teaching assignment (79 percent) than cohort 1 alumni (93 percent).

TABLE 7
EXPECTATIONS FOR TEACHING

Expectation for Teaching 2007-2008	Total Survey Respondents		Cohort 1		Cohort 2	
	Number	Percent	Number	Percent	Number	Percent
Likelihood of teaching at same school						
Very likely	100	78.1	25	86.2	76	75.8
Somewhat likely/unlikely	22	17.2	4	13.8	18	18.2
Very unlikely	5	3.9	0	0.0	5	5.1
No response	1	0.8	0	0.0	1	1.0
Likelihood of same teaching assignment						
Very likely	105	82.0	27	93.0	78	78.8
Somewhat likely/unlikely	21	16.4	2	6.9	19	19.2
Very unlikely	0	0.0	0	0.0	0	0.0
No response	2	1.6	0	0.0	2	2.0
Total Teaching K-12 in U.S.	128	100	29	100	99	100

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

Alumni Who are Not Teaching

Of the 208 survey respondents, 54 reported that they do not currently hold a teaching position in the United States or overseas, nor are they employed in an instructional position such as tutoring or substitute teaching. Questions 5 through 7 focus on these alumni, asking why they are not teaching and whether they expect to teach in the future.

Question 5. Why are some alumni not currently teaching?

The goal of the ABCTE Passport to Teaching program is to attract quality candidates to K-12 teaching. Of the 208 alumni respondents, 80 reported that they are not currently teaching K-12 in the United States. Survey respondents (n = 26) who indicated they were either: (1) substitute teaching, (2) tutoring, (3) teaching at the pre-kindergarten or postsecondary level, or (4) teaching outside the United States are not included in this analysis. Of the remaining 54 alumni who are not teaching K-12, 20 percent had not found a suitable teaching position, although they had completed all the requirements to teach (Table 8). Thirty percent of the alumni indicated they were not yet eligible to teach because they were certified after the hiring period ended for the district, they needed to meet additional state requirements before teaching, or ABCTE certification was not accepted in the state in which they wished to teach. A substantial number (41 percent) reported other reasons for not currently teaching, including low teacher salary or change of circumstances. Cohort 2 alumni were more likely to indicate they were not yet eligible to teach (38 percent) than those in cohort 1 (18 percent) and less likely to indicate they were not planning to teach K-12 (2 percent) compared to cohort 1 alumni (12 percent).

TABLE 8
REASONS NOT CURRENTLY TEACHING

Reason	Total Survey Respondents		Cohort 1		Cohort 2	
	Number	Percent	Number	Percent	Number	Percent
Eligible but have not found a position	11	19.6	4	23.5	7	18.9
Not eligible at this time	17	30.4	3	17.6	14	37.8
Other reasons (personal, financial)	23	41.1	8	47.1	15	40.5
Do not intend to teach K-12 in U.S.	3	5.4	2	11.8	1	2.1
Total	54	100	17	100	37	100

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

Question 6. Did Passport holders remain in teaching following certification?

An important issue for alternate routes to the classroom is whether teachers who take such routes are more or less likely to persist in teaching than traditional candidates. It is still early to measure such outcomes for the Passport program, but we can estimate a retention rate for cohort 1 alumni who completed their Passport certification before October 1, 2005, and would have been certified for over a year at the time of the survey. Of the 49 cohort 1 alumni who responded to the survey, 32 reported that they were currently teaching and 7 indicated that they had taught at some point following receipt of their certification, but were not currently teaching. The remaining 10 alumni never taught. Thus, the implied retention rate is 82 percent (32 out of 39). Results of future rounds of the alumni survey will shed more light on the longer-term retention of Passport-certified teachers, an important indicator of the success of the program.

Question 7. What are their expectations about teaching in the future?

We asked Passport holders who are not currently teaching about their plans for the 2007-2008 school year. This analysis includes those who are not teaching (n = 54) and those who are teaching pre-K or postsecondary (n = 6). Of these 60 survey respondents, 48 percent indicated that they were planning to seek a K-12 teaching position for the 2007-2008 school year (Table 9). Twenty-five percent indicated that they did not intend to seek a K-12 teaching position and the remainder (27 percent) were unsure. Of the 45 survey respondents who indicated they would or may seek a K-12 teaching position (including those who were unsure), the majority (73 percent) felt that they were likely to obtain a teaching position.

TABLE 9
EXPECTATIONS FOR TEACHING K-12 IN 2007-2008
(Alumni Not Currently Teaching)

Expectations	Total Survey Respondents		Cohort 1		Cohort 2	
	Number	Percent	Number	Percent	Number	Percent
Planning to seek a K-12 position	60	100	18	100	42	100
Yes	29	48.3	5	27.8	24	57.1
Unsure	16	26.7	3	16.7	13	31.0
No	15	25.0	10	55.6	5	11.9
Likelihood of obtaining K-12 position	45	100	8	100	37	100
Very likely	7	15.6	1	12.5	6	16.2
Somewhat likely	26	57.8	3	37.5	23	62.2
Unlikely or very unlikely	12	26.7	4	50.0	8	21.6

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

There are several differences between cohort 2 and cohort 1 alumni expectations for teaching K-12 in the 2007-2008 school year. The majority of the 18 cohort 1 alumni who were not teaching (56 percent) did not intend to seek a K-12 teaching position. For those who did plan to seek a teaching position, only 22 percent indicated they were likely or very likely to obtain a position. In contrast, the majority of cohort 2 alumni (88 percent) were planning to seek or may seek (unsure) a teaching position. The majority (69 percent) expressed some confidence (very likely or somewhat likely) that they would obtain a position.

E. SUMMARY

This report presents a portrait of those who completed the ABCTE's Passport to Teaching, an alternative certification program for those who wish to enter the teaching profession, or for those who are already teaching but wish to become certified to meet NCLB requirements. As of October 1, 2006, 258 individuals have been certified, 62 in the first two years that Passport certification was available (which we called cohort 1) and 196 in the third year (which we called cohort 2).

Results from our survey provide a profile of ABCTE alumni. The typical candidate is female, white, and just under 40 years of age. However, an increasing number of alumni are male, there is variation in race and candidate's range in age from early 20s to mid 60s. Although 59 percent report seeking certification to *enter* the teaching profession, 37 percent reported seeking certification to retain their current teaching position, change positions, or renew an expired certification. Sixty-two percent are employed in a K-12 teaching position, either full or part time. Of those who are teaching K-12, 52 percent are in their first year of teaching and 23 percent have been teaching for five or more years (from 5 to 36 years). Those who are teaching feel confident that they are likely to retain their current position next year. Those who are not teaching, are planning to seek a position for the coming school year and said they are confident that they will obtain a position.

Differences between cohort 1 and cohort 2 alumni may provide an early indicator of the effects of ABCTE's recruiting efforts, signal broader acceptance of the program nationally and internationally, or both. Our findings from the first round of the alumni survey show some differences between the first two cohorts of Passport alumni. Compared to the first cohort of Passport alumni, cohort 2 includes more males and more alumni certified in Science or Math rather than in Elementary Education. Cohort 2 alumni are more likely to hold teaching positions in charter schools but are less confident that they will retain their teaching positions for the coming year.

MPR will conduct two more rounds of the survey, first in fall 2007 and then again in fall 2008. Collecting information from Passport holders each year for three years will provide information with which to monitor changes in those seeking certification and their career choices. More specifically, we will learn whether alumni obtain and retain K-12 teaching positions, and whether they do so in the area or areas in which they are certified. The goal is to provide feedback to ABCTE in the early years of the Passport program, which will help determine the success of the program in the future.

APPENDIX A

**STATES THAT ACCEPT PASSPORT TO TEACHING CERTIFICATION AS AN
ALTERNATE ROUTE TO STATE LICENSURE AND THE CERTIFICATIONS EACH
STATE ACCEPTS**

TABLE A.1**STATES THAT ACCEPT PASSPORT TO TEACHING CERTIFICATION AS AN ALTERNATE ROUTE TO STATE LICENSURE AND THE CERTIFICATIONS EACH STATE ACCEPTS**

State ^a	Date Accepted	Area of Passport to Teaching Certification							
		Elementary Education	Mathematics	English Language Arts	General Science	Biology	Physics	Chemistry	Special Education
Pennsylvania	November 2002	x	x	x					
Idaho	November 2003	x	x	x	x	x	x	x	x
Florida	June 2004	x	x	x	x	x	x	x	x
Utah	November 2004		x						
New Hampshire	December 2004	x	x	x	x	x			
Mississippi	July 2006		x	x		x	x	x	

Note: x indicates certification recognized by state.

^a As of October 2006, the six states listed recognized the Passport to Teaching as an alternative route to state licensure.

APPENDIX B

**BACKGROUND CHARACTERISTICS AND EMPLOYMENT STATUS OF ALUMNI
BY WHERE THEY WERE CERTIFIED**

TABLE B.1
 BACKGROUND CHARACTERISTICS OF PASSPORT ALUMNI
 (Percent, Unless Specified Otherwise)

Characteristics	Survey Respondents ^a			
	Florida	Idaho	Other ABCTE States ^b	Other ^c
Gender				
Male	24	33	50	56
Female	76	67	50	44
Age (in Years)	38.3	39.9	39.6	39.3
Race				
White, non-Hispanic	86	98	94	56
Black, non-Hispanic	5	0	0	0
Hispanic	8	1	2	0
Asian	0	1	0	37
Multiracial	0	0	2	4
Other	0	0	2	0
Not specified	0	0	0	4
Certification Area^d				
Biology	11	3	4	7
Chemistry	0	0	0	0
Elementary Education	59	67	30	37
English Language Arts	24	16	30	26
General Science	0	4	0	4
Math	5	10	36	26
Physics	0	0	0	0
Special Education	0	0	0	0
Sample Size	37	94	50	27

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentage may not sum to 100 due to rounding.

^aCohort 1 (n = 49) includes all those who were certified before October 1, 2005. Cohort 2 (n = 159) includes all those who were certified between October 1, 2005, and September 30, 2006.

^bIncludes Pennsylvania (n = 42), New Hampshire (n = 6) and Utah (n = 2).

^cIncludes alumni from non-ABCTE states (n = 29) and those who were certified outside of the United States (n = 16).

^dNumbers here include candidate's first certification only. In Florida, one person certified in Elementary Education was also certified in English Language Arts. In Idaho, two people certified in Biology were also certified in General Science and one person certified in Math was also certified in Biology and General Science.

TABLE B.2
CURRENT TEACHING STATUS OF PASSPORT ALUMNI
(PERCENT)

Employment Status	Survey Respondents ^a			
	Florida	Idaho	Other ABCTE States ^b	Other ^c
Teaching K-12 Where Certified	81	69	50	22
Public, non charter	65	48	26	11
Public, charter	3	10	14	4
Private (independent or religious)	13	9	8	7
Other	0	2	2	0
Teaching Elsewhere	0	1	0	37
Residing but Not Teaching K-12 Where Certified	9	28	48	41
Teaching Pre-K, Post Secondary, or Instructor (e.g., tutor, sub)	11	4	14	7
Other non instructional	8	24	34	33
Not Teaching or Residing Where Certified	0	2	2	0
Total Survey Respondents	100	100	100	100

Source: Mathematica Policy Research, Inc. 2006, ABCTE Alumni Survey.

Note: Percentages may not sum to 100 due to rounding.

^aCohort 1 (n = 49) includes all those who were certified before October 1, 2005. Cohort 2 (n = 159) includes all those who were certified between October 1, 2005, and September 30, 2006.

^bIncludes Pennsylvania (n = 42), New Hampshire (n = 6), and Utah (n = 2).

^cIncludes alumni from non-ABCTE states (n = 29) and those who were certified outside of the United States (n = 16).