Professional Staff Supply, Demand, and Retention Survey Results

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PROFESSIONAL STAFF SUPPLY, DEMAND, AND RETENTION

EXECUTIVE SUMMARY

In the fall of 2001, personnel officers in all public school districts, special education cooperatives, and interlocals were sent a questionnaire that asked them to provide the following information: total number of professional staff openings their agency had for the current school year, the number of openings that were filled by September 20, 2001, their level of satisfaction with the number of applicants for each opening, and their level of satisfaction with the quality of applicants for each opening. These officers were also asked to indicate the strengths of their districts/cooperatives and the importance of a variety of factors related to recruitment and retention. Approximately 95 percent of the personnel officers returned their questionnaires.

There were 4,888 openings reported by the personnel officers. The number of openings represents a little over 8 percent of the available positions in the state. About 510, or 10.4 percent, of the openings were for newly created positions. The rest resulted from attrition.

Openings were reported on the questionnaire by certification area. Through comparing the percentage of all openings that occurred in a specific certification area to the percentage of all state positions that were in the same certification area, it was found that --

- Kindergarten through 9th grade general education, foreign language, and English for Speakers of Other Languages (ESOL) teachers; counselors; directors of vocational education; and all special education positions except nurses and teachers for the learning disabled, visually impaired, and mentally handicapped were significantly overrepresented in the number of open positions. Industrial arts, art, science, social science, mathematics, English, business, physical education, agriculture and consumer science teachers were significantly underrepresented.
- The percentage of special education openings was nearly twice as large as one would expect, given the ratio of special education staff to the total workforce.

Ninety-three percent of the regular education teacher openings, 95 percent of non-special education administrative openings, and 79 percent of special education openings were filled by September 20, 2001. The lowest percentages of positions filled were for drama/theater teacher, journalism teacher, kindergarten-12th grade counselor, 7th-12th grade ESOL teacher, industrial arts teacher, adaptive physical education teacher, school psychologist, audiologist, and special education teacher for the following populations: behavior disordered, hearing impaired, learning disabled, interrelated handicapped, and visually impaired. Personnel officers wrote that percentages of positions filled would have been lower had they not convinced some staff to postpone retirement or to take positions for which they were qualified, but not truly interested.

"Satisfaction with number of applicants" and "satisfaction with quality of applicants" were rated on a six point scale: 1=Very Unsatisfied to 6=Very Satisfied. In general, respondents were more satisfied with the quality of applicants than with the number. The only areas that received average rankings higher than 3.9 on "satisfaction with number of applicants" were superintendent, kindergarten through 9th grade general education teacher, and physical education teacher. Rating scores were disaggregated by size (districts only) and location (all agencies surveyed). Smaller districts were significantly less satisfied with the number of applicants for kindergarten through 9th grade general education, chemistry/physics, and social science teacher. Agencies in the western half of the state were significantly less satisfied with the number of applicants for 7th-12th grade art, English, chemistry/physics, and social studies teacher; middle and high school principal; and school psychologist. Agencies in the west also rated the quality of middle and high school principal applicants significantly lower than the agencies in the east.

A scoring system was developed to determine the highest need areas. In the system, one point was given if less than 85 percent of the open positions in the area were filled by September 20, 2001, one point was given if the average "satisfaction with number of applicants" ranking was under 2.5, and one point was given if the average "satisfaction with quality of applicants" ranking was under 3.5. The sum obtained from these calculations was multiplied by the number of openings for the current school year. Based on this system, the highest need areas in regular education were foreign language, industrial arts, secondary mathematics, family and consumer science, chemistry/physics, biology/life science, and kindergarten through 12th grade music teachers. In special education, the highest need areas were interrelated program teacher; learning disabled program teacher; behavior disorders program teacher; other special education staff (mostly gifted teacher and occupational therapist); school psychologist; hearing impaired program teacher; and mentally handicapped program teacher.

When asked to indicate how strongly they agreed that certain conditions were strengths of their agencies when it came to attracting and retaining staff, safe working environment, small class sizes, the agency's reputation as being an excellent place to work, school facilities, and plentiful support staff received the most positive rankings. Availability of tuition reimbursements, higher salaries than in surrounding districts, good fringe benefits, and affordable housing in the area received the least positive rankings. Agencies in the northwest and districts with less than 1,000 students rated availability of employment opportunities nearby for family members significantly less positively than other areas of the state; agencies in the west and districts with less than 1,000 students rated proximity to postsecondary institutions and to recreational/cultural activities significantly less positively; agencies in the southwest and the smallest districts rated availability of tuition reimbursement for needed endorsements significantly more positively; districts with more than 5,000 students rated school facilities significantly more positively; and districts with student enrollments over 2,000 rated small class sizes significantly less positively.

Using a six-point scale, with 1 equal to Very Unimportant and 6 equal to Very Important, respondents rated factors that research says are important to teacher recruitment and retention. Providing better fringe benefits and higher salaries received the highest rankings (5.5) and giving teachers more authority in the school/classroom received the lowest (3.9). Significantly fewer districts with enrollments under 1,000 indicated that decreasing class size was important; significantly more districts with enrollments over 5,000 indicated that giving special recognition and/or special assignments to excellent teachers was important; and significantly more districts with enrollments over 2,000 indicated that providing more support for new teachers, allowing teachers more time to learn together, providing a stipend to teachers who achieve National Board Certification, and providing opportunities for professional development were important. Agencies in the northwest thought that decreasing class size and providing merit pay were significantly less important than other agencies; and agencies in the west, especially southwest, thought that providing signing/longevity bonuses and providing a stipend to teachers who achieve National Board Certification were significantly less important.

Several themes can be identified in the open-ended responses to the question, "What else is important to know about teacher recruitment and retention?" Comments tended to focus on factors that were perceived to interfere with the recruitment and retention of teachers, such as inadequate compensation, a shortage of applicants, a lack of qualified and quality candidates, teacher isolation, lack of appreciation for and support of teachers (from the legislature, the community, the media, and parents) and low teacher morale. Inadequate compensation (salaries and health insurance) was by far the most commonly mentioned hindrance to both the recruitment and retention of teachers.

Respondents indicated that problems in the recruitment of qualified teachers begin long before the actual recruitment process. Specifically, respondents said that grade school and high school students believe that teaching in public schools is a low paying and low status career, making teaching an unattractive career choice. It was suggested that these beliefs are reinforced by the less than positive opinions about teaching expressed by the legislature, the media, and parents. Several comments related to the perceived low quality or ill preparedness of teaching candidates as they leave college and enter the workforce. The implications of these comments were that curriculum changes need to be made at the college level to better prepare incoming teachers. Respondents repeatedly commented on the importance of early recruitment strategies on their part, such as attending fall recruiting sessions or contacting and tracking potential candidates during the candidates' sophomore, junior, and senior years in college. Respondents suggested having several universities combine their recruiting fairs in centralized locations to lessen the burden on schools.

Difficulty in recruiting new as well as experienced teachers was attributed primarily to monetary considerations. Noncompetitive salaries and inadequate supplemental compensation, coupled with a shortage of qualified candidates, were the most frequently cited recruitment problems. The most attractive candidates were believed to be accepting offers from private schools, from larger public school districts, or from the corporate sector. When competing for candidates, at both an interstate and intrastate level,

the playing field was not perceived to be level. According to respondents, only a few districts are in a position to offer attractive incentives to their recruits, such as signing bonuses, low interest loans, reimbursement for moving expenses, or better retirement plans. Schools in rural locations were thought to be especially disadvantaged because they are often located in small, isolated communities with very limited resources. Access to the KSDE educational employment board was thought to be a useful recruitment resource. Finally, respondents expressed the need for more flexibility in the certification, endorsement, and licensing process so that teachers can teach more than one subject. For example, a biology endorsement could enable a teacher to teach biophysics, chemistry, and so on. This type of flexibility, respondents said, would be especially useful for small, rural schools.

Adequate compensation was also mentioned as important to teacher retention. Many respondents felt that teachers are being lured away to other higher paying schools (both public and private) within Kansas or out of state or that they are leaving the field of education entirely for more lucrative corporate careers. Respondents cited a number of factors that they felt lead to discontentment and resulting attrition. QPA was mentioned as a labor-intensive process with little perceived benefits. Some respondents wrote that many teachers do not believe in the effectiveness, reliability, or validity of the Kansas assessments as a method of measuring school quality or progress. Several respondents suggested lengthening teacher contracts to 11 or 12 months to ease some of the stress and demands currently faced by teachers. It was believed that these longer contracts would allow the needed time (and compensation) to work on curriculum, do collaborative planning, and review assessment results.

At an affective level, a few respondents felt that teaching is no longer “fun.” Heavy workloads and increased accountability-related tasks coupled with inadequate compensation and lack of support, respondents say, have left many teachers feeling that a teaching career is not a satisfying one.

INTRODUCTION

In the fall of 2001, personnel officers in all public school districts, special education cooperatives, and interlocals were sent a questionnaire that asked them to provide the following information: total number of professional staff openings their agency had for the current school year, the number of openings that were filled by September 20, 2001, their level of satisfaction with the number of applicants for each opening, and their level of satisfaction with the quality of applicants for each opening. These officers were also asked to indicate the strengths of their districts/cooperatives and the importance of a variety of factors related to recruitment and retention. Approximately 95 percent of the personnel officers returned their questionnaires.

There were 4,888 openings reported by the personnel officers. The number of openings represents a little over 8 percent of the available positions in the state. About 510, or 10.4 percent, of the openings were for newly created positions. The rest resulted from attrition.

Number of openings in a certification area without comparative information is of little value to decision makers. For example, it is difficult to know if having 1,000 openings in the area of elementary general education is more alarming than having 250 openings in English unless one has information about the frequency of position types in the total population. Therefore, a file of all persons employed in certified positions during the 2000-2001 school year was created from the agency certification database. (Data from the current school year was not yet available.) The file was used to determine the percent of all certified positions that were allocated to each certification area. Next, the file from the questionnaire was used to determine the percent of all openings that occurred in each certification area. The two figures were compared in order to identify certification areas that seemed to have a higher than expected number of open positions. These percentages are included in Table A1.

Kindergarten through 9th grade general education, foreign language, and English for Speakers of Other Languages (ESOL) teachers; counselors; directors of vocational education; and all special education positions except nurses and teachers for the learning disabled, visually impaired, and mentally handicapped were significantly overrepresented in the number of open positions. Industrial arts, art, science, social science, mathematics, English, business, physical education, agriculture, and consumer science teachers were underrepresented. The percentage of special education openings was nearly twice as large as one would expect, given the ratio of special education staff to the total workforce.

CERTIFICATION AREA DATA

Ninety-three percent of the regular education teacher openings, 95 percent of non-special education administrative openings, and 79 percent of special education openings were filled by September 20, 2001. Personnel officers wrote that percentages of positions filled would have been lower had they not convinced some staff to postpone retirement or to take positions for which they were qualified, but not truly interested. Small districts showed a disadvantage in recruiting professional staff, especially in the areas of kindergarten-9th grade general education, chemistry/physics, and social science teacher. Agencies in the western half of the state were at a disadvantage in 7th-12th grade art, English, chemistry/physics, and social science teacher; middle and high school principal; and school psychologist (Table A2). Agencies in the west also rated the quality of middle and high school principal applicants significantly lower than the agencies in the east (Table A3).

Respondents were asked to indicate who was included in professional staff hiring decisions. Administrator groups, both building and central office, were most frequently included. These groups were followed in frequency by teachers, local board members, and parents. Counselors, community and business leaders, and students were written in as other participants by some respondents (Table 1).

Table 1: Groups Generally Included in Professional Staff Hiring Decisions

Group	Count	%
Teachers	186	56.7%
Parents	34	10.4%
Building Administrators	303	92.4%
Central Office Administrators	268	81.7%
Board Members	119	36.3%
Other	13	4.0%

Table A1 (Appendix A) includes number of positions open and number of positions filled by September 20, 2001, in each certification area, mean level of satisfaction with number of applicants and with quality of applicants in the certification area, percentage of all openings that occurred in the certification area, and the percent of all state positions that were in the certification area. *Attrition Rates of Special Education Personnel in Kansas: 1998-99 to 1999-2000* (2000) showed an increasing trend in special education position attrition. Table A1, too, indicates that attrition in special education is a problem in Kansas. The percentage of special education openings was nearly twice as large as one would expect, given the ratio of special education staff to the total workforce.

There were eight areas in regular education and ten areas in special education, shown in Table 2, in which the percent of openings filled by September 20, 2001, was less than 85 percent. (The ‘other’ category in special education was composed mainly of occupational therapists and teachers for gifted students.) Less than half of the audiologist and teacher for the visually or hearing impaired positions were filled.

Table 2: Areas In Which The Percent Of Openings Filled Was Less Than 85%

Regular Education Teachers and Support Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
7-12 ESOL	15.0	10.0	67%	1.1	4.0
K-12 Counselor	33.0	23.0	70%	2.6	4.7
Drama/Theater	21.5	16.0	74%	1.7	4.4
Journalism	19.8	15.3	77%	2.1	3.3
Industrial Arts/Technology Ed.	64.5	51.0	79%	2.1	3.7
Family & Consumer Sci.	58.5	47.0	80%	1.6	3.5
K-9 ESOL	14.5	12.0	83%	2.1	3.7
K-12 Reading	6.0	5.0	83%	3.0	3.8

Special Education: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
Audiologist	6.0	2.0	33%	1.3	2.8
Visually Impaired	3.0	1.0	33%	1.5	6.0
Hearing Impaired	24.5	10.0	41%	1.8	3.1
School Psychologist	62.4	45.4	73%	2.1	3.9
Learning Disabled	89.5	67.0	75%	2.2	3.7
Interrelated Program	380.0	295.0	78%	2.0	3.5
Adaptive PE	9.5	7.5	79%	1.8	3.1
Behavior Disorders	76.0	60.0	79%	2.2	3.5
Other Sped.	65.0	51.7	80%	2.1	3.6
Nurse	32.0	26.0	81%	2.8	4.1

**Scale: 1=Very Unsatisfied to 6=Very Satisfied*

Table 3 shows the areas that received the lowest ratings for ‘satisfaction with number of applicants.’ On a six-point scale, with 1 being very unsatisfied, the average rating for these positions was less than 2.5. Secondary mathematics, foreign language, ESOL, secondary science, business, family and consumer science, many secondary language arts, music, psychology, technology education, counselor, and most special education positions received these very low satisfaction ratings. The only areas that received average ratings higher than 3.9 on "satisfaction with number of applicants" were superintendent, kindergarten through 9th grade general education teacher, and physical education teacher.

Table 3: Areas In Which Average Satisfaction With Number of Applicants Was Less Than 2.5

Regular Education Teachers and Support Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
7-12 ESOL	15.0	10.0	67%	1.1	4.0
K-12 ESOL	13.0	12.0	92%	1.3	3.5
Foreign Lang.	118.0	105.0	89%	1.6	3.3
Chemistry, Physics	49.3	42.3	86%	1.6	3.5
Family & Consumer Sci.	58.5	47.0	80%	1.6	3.5
Drama/Theater	21.5	15.0	74%	1.7	4.4
Speech/Debate	21.5	17.5	86%	1.8	3.1
Business	89.5	81.0	92%	1.9	3.5
K-9 Music	66.5	56.5	86%	1.9	3.7
Psychology	8.0	8.0	100%	2.0	4.7
Math above Alg. 1	121.0	111.3	93%	2.0	3.9
Journalism	19.8	15.3	77%	2.1	3.3
Industrial Arts/Technology Ed.	64.5	51.0	79%	2.1	3.7
K-9 ESOL	14.5	12.0	83%	2.1	3.7
7-12 Music	62.0	53.0	85%	2.2	3.8
Biology, Life Science	93.8	82.3	88%	2.3	3.8
7-12 Counselor	53.0	48.0	92%	2.3	4.2
Math through Alg. 1	127.5	118.5	95%	2.4	4.0
K-9 Counselor	47.0	42.5	90%	2.4	4.0
K-12 Music	92.5	83.0	91%	2.4	3.5

Regular Education Administrator: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
Director of Voc. Ed.	5.0	5.0	100%	1.8	2.0

Special Education: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
Severely Multiply Disabled	11.0	10.0	91%	1.1	4.1
Audiologist	6.0	2.0	33%	1.3	2.8
Visually Impaired	3.0	1.0	33%	1.5	6.0
Mentally Handicapped	26.0	23.0	88%	1.8	3.1
Hearing Impaired	24.5	10.0	41%	1.8	3.1
Adaptive PE	9.5	7.5	79%	1.8	3.1
Interrelated Program	380.0	293.0	78%	2.0	3.5
School Psychologist	62.4	43.4	73%	2.1	3.9
Other Sped.	65.0	47.7	80%	2.1	3.6
Learning Disabled	89.5	67.0	75%	2.2	3.7
Behavior Disorders	76.0	58.0	79%	2.2	3.5

**Scale: 1=Very Unsatisfied to 6=Very Satisfied*

Ratings for “satisfaction with quality of applicants” were generally higher than ratings for “satisfaction with number of applicants”. Therefore, Table 4 shows only areas that had average ratings less than 3.5. Four regular education, counting regular education administration, and four special education areas were rated below 3.5.

Table 4: Areas In Which Average Satisfaction With Quality of Applicants Was Less Than 3.5

Regular Education Teachers and Support Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
Speech/Debate	21.5	18.5	86%	1.8	3.1
Journalism	19.8	15.3	77%	2.1	3.3
Foreign Lang.	118.0	105.0	89%	1.6	3.3

Regular Education Administrators: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
Director of Voc. Ed.	5.0	5.0	100%	1.8	2.0

Special Education Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.
Audiologist	6.0	2.0	33%	1.3	2.8
Hearing Impaired	24.5	10.0	41%	1.8	3.1
Mentally Handicapped	26.0	23.0	88%	1.8	3.1
Adaptive PE	9.5	7.5	79%	1.8	3.1

**Scale: 1=Very Unsatisfied to 6=Very Satisfied*

A scoring system was developed to determine the highest need areas, based on all information provided by the respondents. In the system, one point was given if less than 85 percent of the open positions in the area were filled by September 20, 2001, one point was given if the average "satisfaction with number of applicants" ranking was under 2.5, and one point was given if the average "satisfaction with quality of applicants" ranking was under 3.5. The sum of possible points (0-3) was multiplied by the number of openings for the current school year. Based on this system, the highest need areas in regular education were foreign language, industrial arts, secondary mathematics, family and consumer science, chemistry/physics, biology/life science, and kindergarten through 12th grade music teachers. In special education, the highest need areas were interrelated program teacher, learning disabled program teacher, behavior disorders program teacher, other special education staff (mostly gifted teacher and occupational therapist), school psychologist, hearing impaired program teacher, and mentally handicapped program teacher (Table 5).

Table 5: Greatest Need Areas, Taking Into Consideration Total No. Of Openings

Regular Education Teachers and Support Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.	Rating
Foreign Lang.	118.0	105.0	89%	1.6	3.3	236.0
Industrial Arts/Technology Ed.	64.5	51.0	79%	2.1	3.7	129.0
Math through Alg. 1	127.5	118.5	95%	2.4	4.0	127.5
Math above Alg. 1	121.0	111.3	93%	2.0	3.9	121.0
Family & Consumer Science	58.5	47.0	80%	1.6	3.5	117.0
Chemistry, Physics	49.3	42.3	86%	1.6	3.5	98.7
Biology, Life Science	93.8	82.3	88%	2.3	3.8	93.8
K-12 Music	92.5	83.0	91%	2.4	3.5	92.5

Special Education Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.	Rating
Interrelated Program	380.0	293.0	78%	2.0	3.5	760.0
Learning Disabled	89.5	67.0	75%	2.2	3.7	179.0
Behavior Disorders	76.0	58.0	79%	2.2	3.5	152.0
Other Sped.	65.0	47.7	80%	2.1	3.6	130.0
School Psychologist	62.4	43.4	73%	2.1	3.9	124.8
Hearing Impaired	24.5	10.0	41%	1.8	3.1	73.5
Mentally Handicapped	26.0	23.0	88%	1.8	3.1	52.0

**Scale: 1=Very Unsatisfied to 6=Very Satisfied*

Note: 1 point was given for each of the following: % of openings filled < 85%; satisfaction with number of applicants < 2.5; satisfaction with quality of applicants < 3.5. The sum was then multiplied by the number of openings.

District personnel officers were asked what supports their districts offered to new and aspiring administrators. About 21 percent offered training programs for persons desiring to be administrators, 25 percent offered formal induction programs, and 16 percent gave new administrators fewer extra duties. Supports that were written in the "other" category multiple times were orientation and assignment to a mentor, assistance from district leadership, encouragement of staff with administrative potential through personal attention from leadership and schedules that allowed candidates to take classes for administrative certification (sometimes including reimbursement for the classes), and administrative internships.

Personnel officers were also asked about supports offered to new teachers. According to these respondents, over 75 percent of the districts/interlocals had formal induction programs for new teachers. Fewer extra duty assignments and a minimization of the difficulty level of the initial assignment were supports provided by 20-30 percent of the agencies. Informal assistance--such as mentoring by the principal, extra duty days for the purpose of training, and common planning time with an experienced teacher--were written multiple times in the "other" category.

Table 6: Supports Offered To New Administrators And Teachers

*Supports Offered to New and Aspiring Administrators	Count	%
Training program for aspiring administrators	61	21.2%
Formal induction program	72	25.0%
Fewer committee and other assignments	47	16.3%
Other	45	15.6%
Supports Offered to New Teachers	**Count**	**%**
Formal induction program/mentoring	255	77.5%
*Fewer extracurricular activity responsibilities	89	30.9%
Fewer committee assignments	74	22.6%
Minimization of difficulty level of assignment	91	27.7%
*More planning time	7	2.4%
Other	50	15.2%

Not asked on interlocal survey

STRENGTHS OF DISTRICTS AND COOPERATIVES

A safe working environment, small class sizes, and the district's/interlocal's reputation as an excellent place to work received the most positive rankings when respondents were asked to mark the degree to which a series of items were strengths in their agencies when it came to attracting professional staff. Availability of tuition reimbursements, higher salaries than in surrounding districts, and good fringe benefits received the least positive ratings (Graph 1). When the strength data provided by districts were analyzed by district size, there were statistically significant differences at the .05 level of significance for the following:**

- Availability of employment opportunities nearby for family members: The larger the district, the stronger the agreement that available employment was a strength. About 25 percent of the smallest districts and 60 percent of the largest districts strongly agreed with the item.
- Postsecondary institution in or near district: The larger the district, the stronger the agreement that nearness of postsecondary institutions was a strength. Thirty-five percent of the smallest districts and 80 percent of the largest districts strongly agreed.
- Excellent school facilities: The larger the district, the stronger the agreement that facilities were a strength. Approximately 60 percent of districts with less than 5,000 student enrollments and almost 90 percent of districts with over 5,000 student enrollments strongly agreed with the item.
- Small class sizes: Over 80 percent of districts with less than 1,000 student enrollments and about 70 percent of districts with 1,000-2,000 student enrollments strongly agreed that small class size was a strength. About 56 percent of the districts with enrollments between 2,000 and 5,000 strongly agreed.
- Availability of tuition reimbursements for needed endorsements: Fifteen percent or less of districts with enrollments over 1,000 strongly agreed that tuition reimbursement availability was a strength. Over 33 percent of the smallest districts strongly agreed that it was.

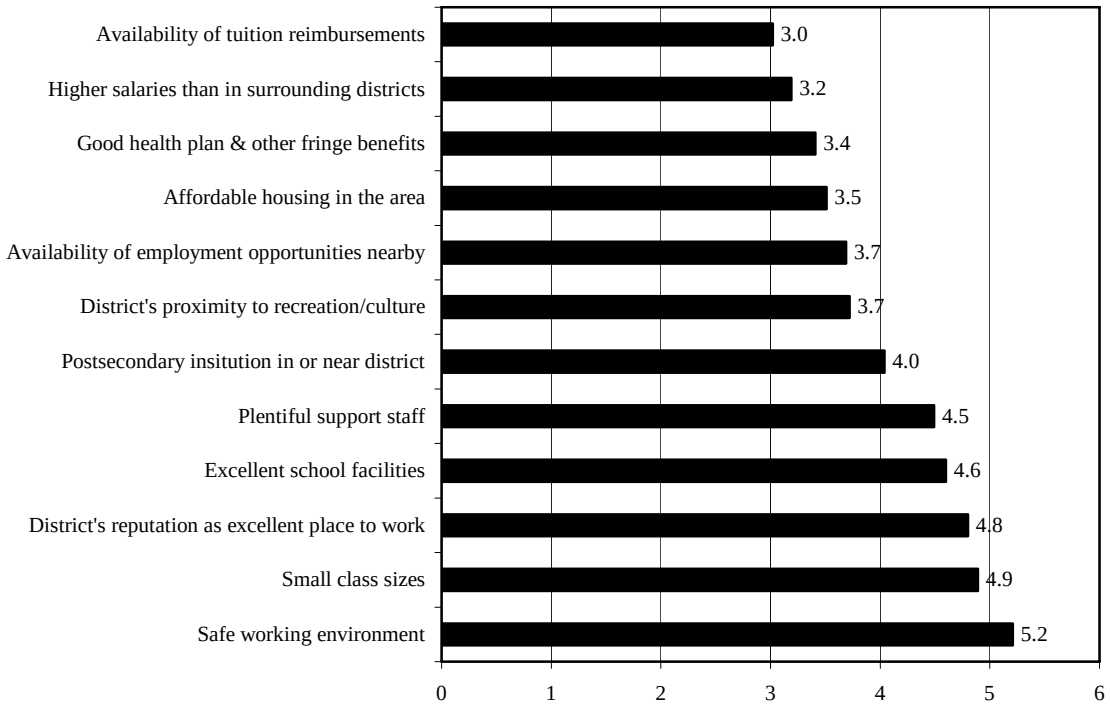
***For the results described in this section, scores 1 and 2 were combined into disagree, scores 3 and 4 were combined into neither agree or disagree, and scores 5 and 6 were combined into agree.*

- District's close proximity to recreational and cultural activities: Nearly 60 percent of the districts with enrollments between 2,000 and 5,000 strongly agreed that this was a strength, while about 35 percent of other districts strongly agreed that it was.

When the strength data provided by districts/interlocals were analyzed by location of agency, there were statistically significant differences at the .05 level of significance for the following:

- Availability of employment opportunities nearby for family members: Fourteen percent of the agencies in the northwest, 24 percent of the agencies in the southwest, and over 40 percent of the agencies in the east strongly agreed that this was a strength.
- Postsecondary institution in or near district: Less than 30 percent of the agencies in the west and over 50 percent of the agencies in the east strongly agreed.
- Availability of tuition reimbursements for needed endorsements: Nearly half of the agencies in the southwest agreed that tuition reimbursement availability was a strength, while less than 30 percent of other agencies (only 14 percent in the northwest) strongly agreed that it was.
- District's close proximity to recreational and cultural activities: Sixty-three percent of the agencies in the northeast, 35 percent of the agencies in the southeast, 25 percent of the agencies in the southwest, and 18 percent of the agencies in the northwest strongly agreed that proximity to recreational and cultural activities was a strength (Table A4).

Graph 1: Means: Strength of District/Interlocal



Scale: 1=Strongly disagree to 6=Strongly agree

FACTORS IMPORTANT TO RECRUITMENT AND RETENTION

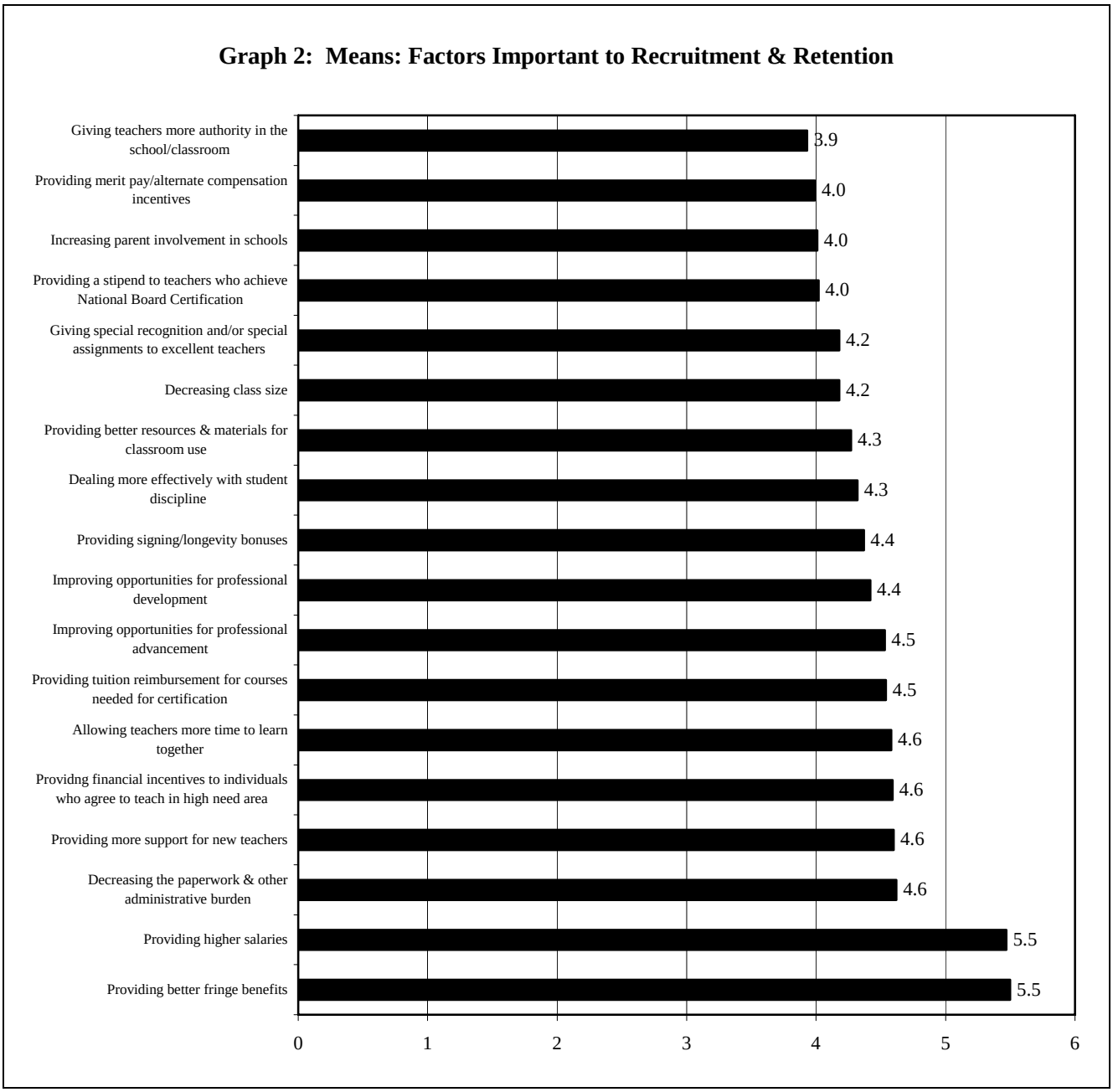
Past surveys of superintendents indicated that improving salaries, including providing full health benefits, was the most important condition to retaining teachers. Other important factors were school safety, greater chance for professional advancement, on-the-job support, reduction of paperwork, and smaller class size. On-the-job support was thought to be very important, since 30 percent of novice teachers in Kansas leave teaching after two years and since mentoring and other assistance programs have proven to reduce attrition. As shown in Graph 2, providing higher salaries and better fringe benefits were also rated as the most important factors to recruitment and retention by the respondents in this study (5.5 mean on 6 point scale). Factor data were analyzed by size (districts only) and location (all agencies) of agency. All districts with enrollments between 2,000 and 5,000 and over 90 percent of all other districts strongly agreed that providing higher salaries and better fringe benefits were needed. Graphs 3-20 and Table A5 show disaggregated response frequencies for each factor. For the graphs and for the results descriptions below, responses 1 and 2 were combined into disagree, responses 3 and 4 were combined into neither agree or disagree, and responses 5 and 6 were combined into agree.

When the factor data provided by districts were analyzed by district size, there were statistically significant differences at the .05 level of significance for the following:

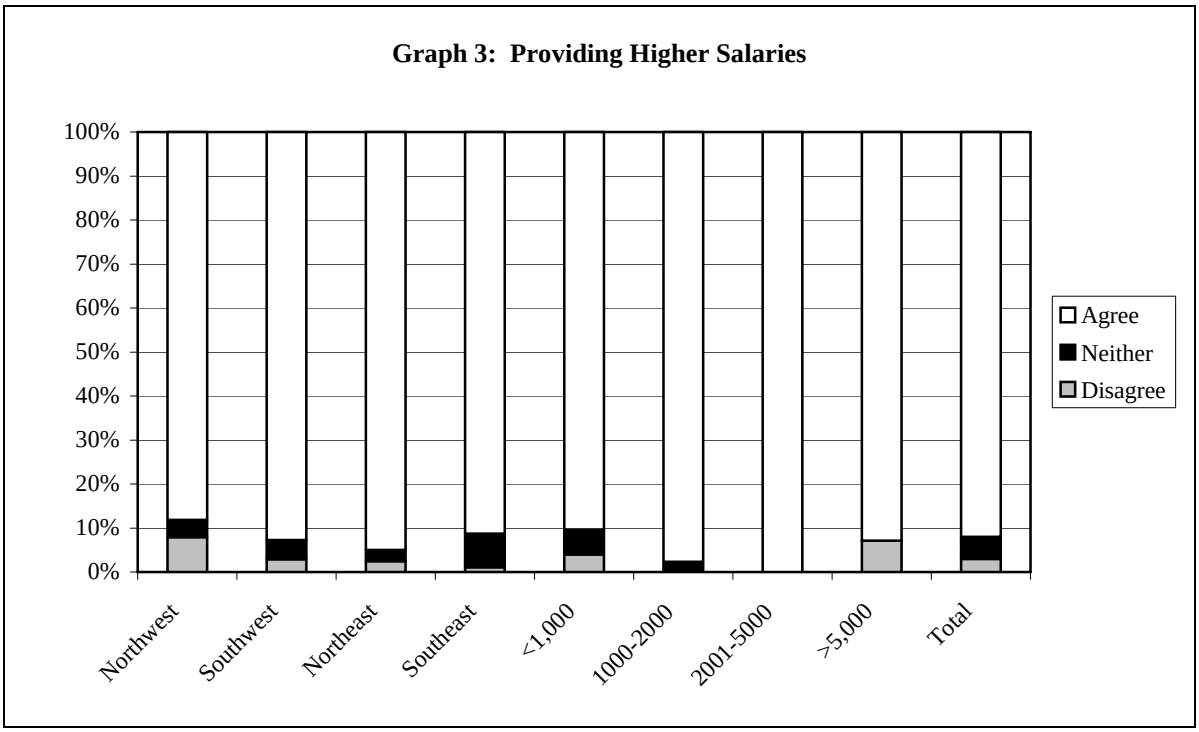
- Decreasing class size: About 35 percent of the districts with enrollments under 1,000 strongly agreed that decreasing class size was important to recruitment and retention. Nearly 60 percent of districts with enrollments between 1,000 and 2,000 or with enrollments over 5,000 strongly agreed.
- Giving special recognition and/or special assignments to excellent teachers: About 85 percent of the districts with enrollments over 5,000 strongly agreed that giving excellent teachers special recognition was important. Between 40 and 45 percent of the other districts strongly agreed.
- Providing more support for new teachers: About 80 percent of the districts with enrollments over 2,000 strongly agreed that providing more support for new teachers was important, while less than 60 percent of smaller districts strongly agreed.
- Improving opportunities for professional development: A higher percentage of districts with enrollments over 5,000 (70 percent) strongly agreed that improving opportunities for professional development was important to recruitment and retention. About 44 percent of districts with enrollments under 1,000 strongly agreed.
- Allowing teachers more time to learn together: About 70 percent of districts with enrollments over 2,000 and about 50 percent of the smaller districts strongly agreed that more time to learn together was important.
- Providing a stipend to teachers who achieve National Board Certification: Between 55 and 60 percent of districts with enrollments over 2,000 and less than 40 percent of smaller districts strongly agreed that providing a stipend for National Board Certification was important.

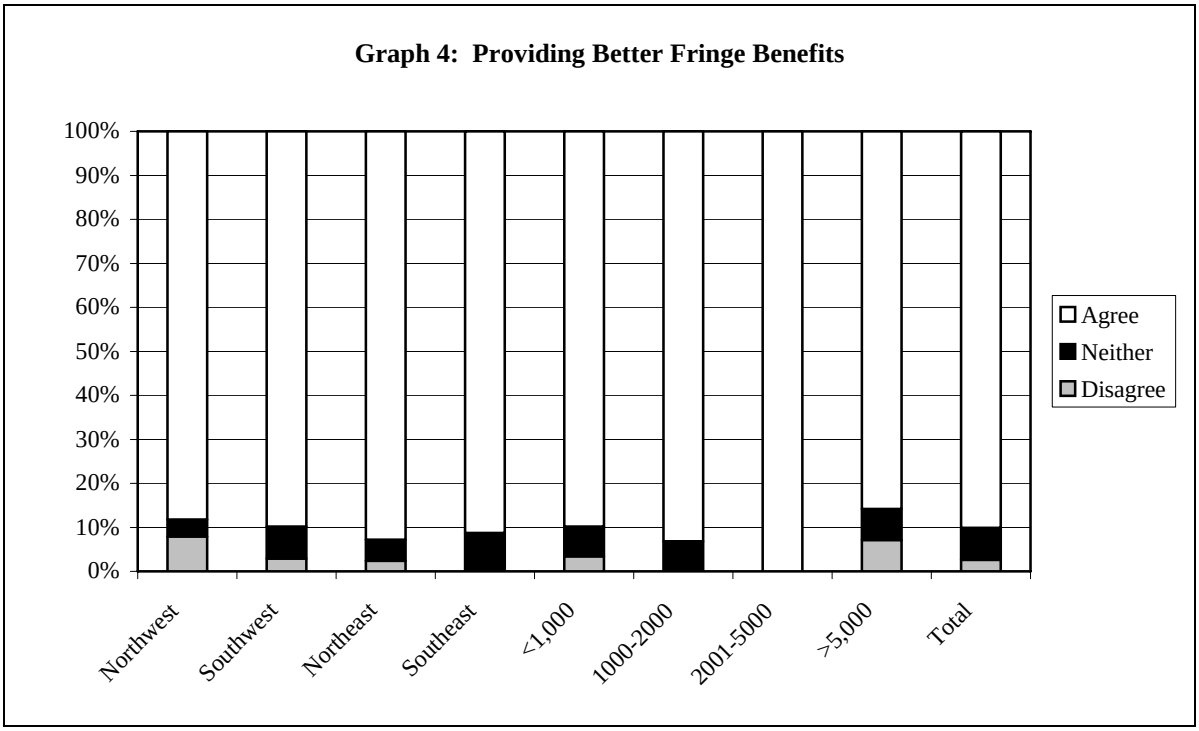
When the factor data provided by districts/interlocals were analyzed by location of agency, there were statistically significant differences at the .05 level of significance for the following:

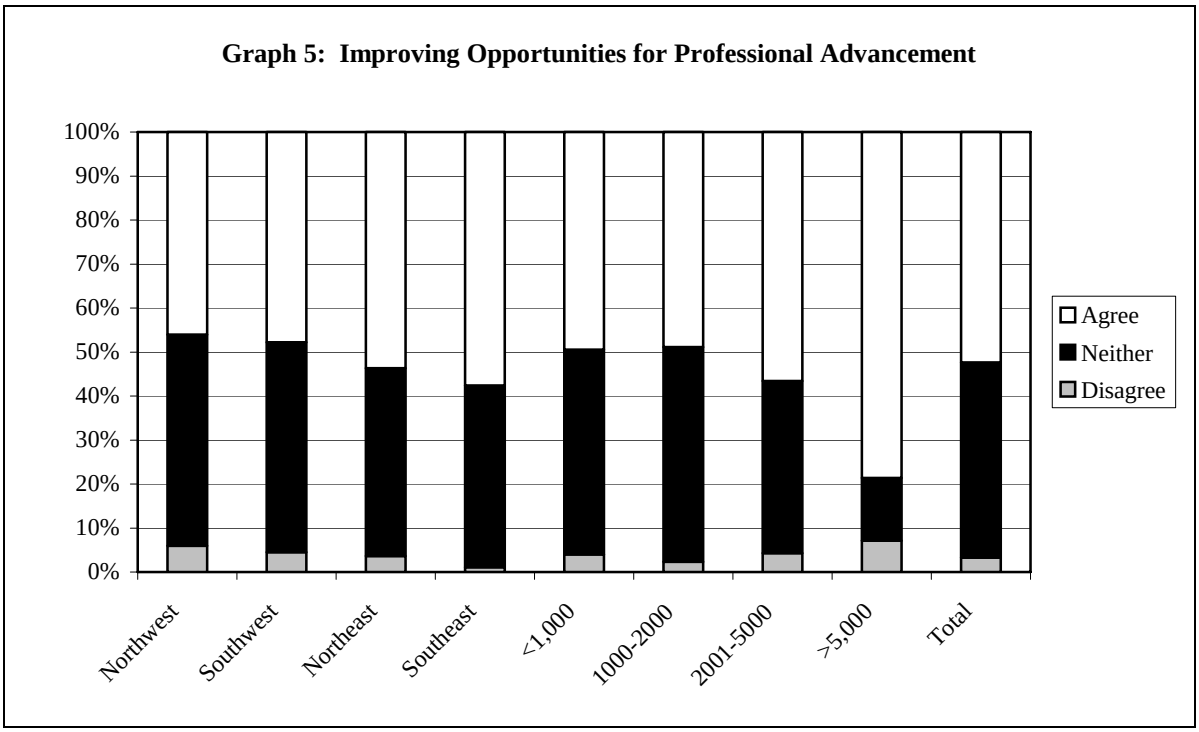
- Decreasing class size: Less than 30 percent of agencies in the northwest and over 40 percent of agencies in all other locations in the state indicated that decreasing class size was important to recruitment and retention.
- Providing merit pay/alternate compensation incentives: Alternative compensation was very important to slightly more than 40 percent of the agencies in the southwest and northeast, 30 percent of the agencies in the southeast, and 20 percent of the agencies in the northwest.
- Providing signing/longevity bonuses: About 40 percent of the agencies in the west and 60 percent of the agencies in the east strongly agreed that signing/longevity bonuses were important.
- Providing a stipend to teachers who achieve National Board Certification: About 25 percent of agencies in the southwest and over 40 percent of agencies in other locations strongly agreed that providing a National Board Certification stipend was important.

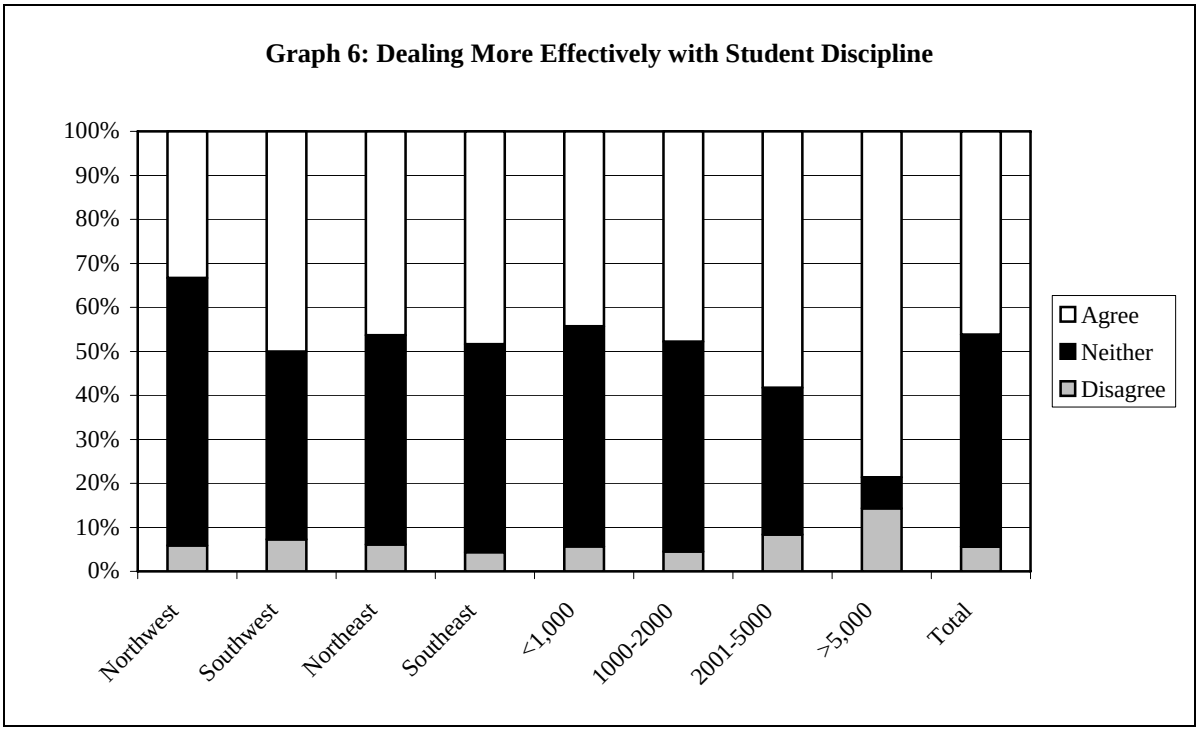


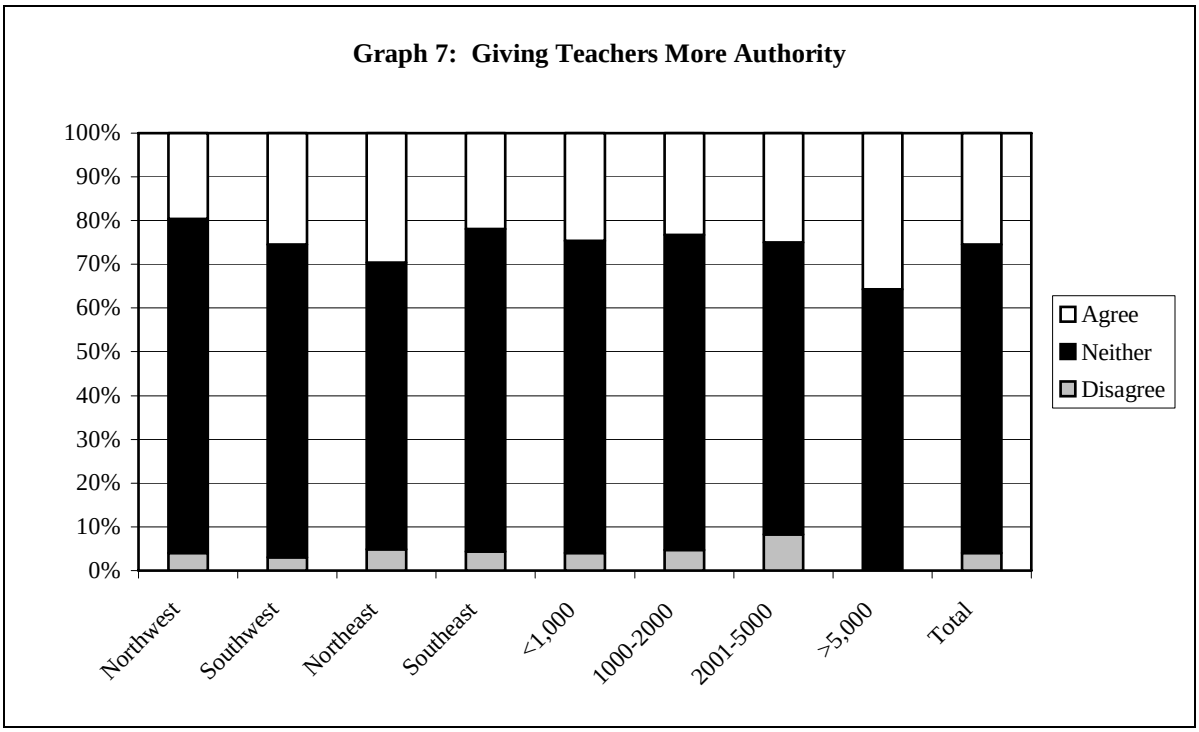
Scale: 1=Strongly disagree to 6=Strongly agree

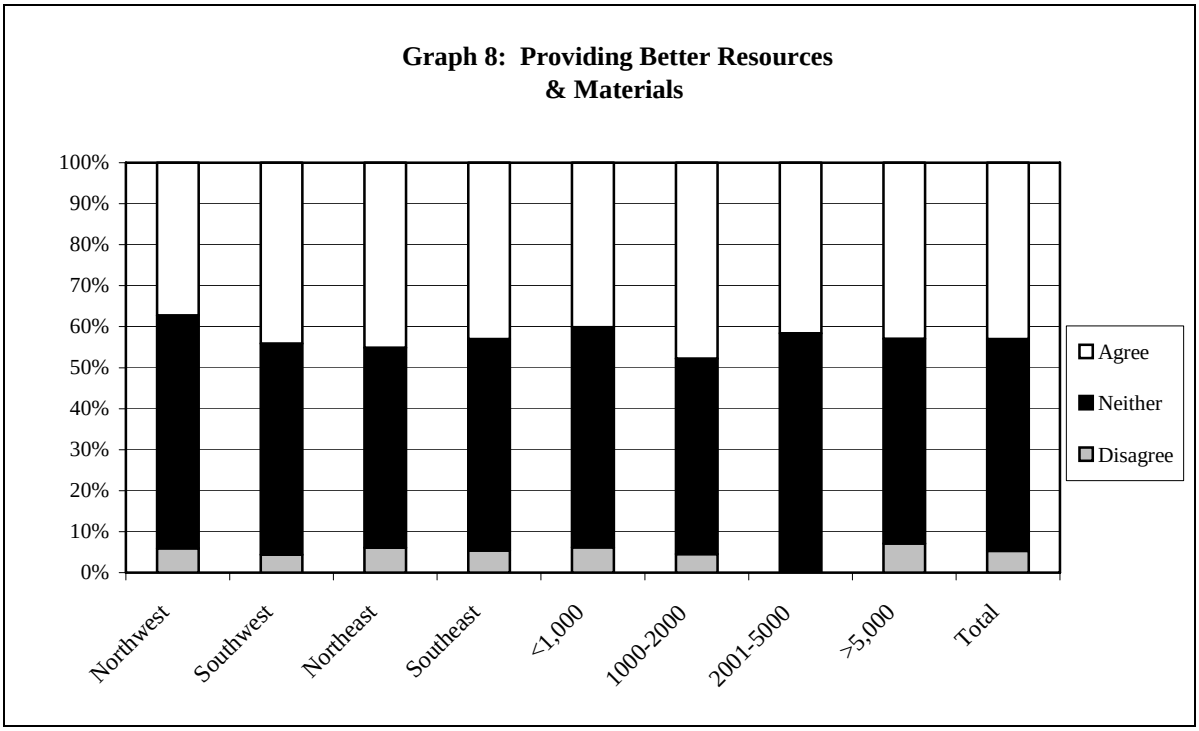

Graph 3: Providing Higher Salaries
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Northwest
Southwest
Northeast
Southeast
<1,000
1000-2000
2001-5000
>5,000
Total
Agree
Neither
Disagree

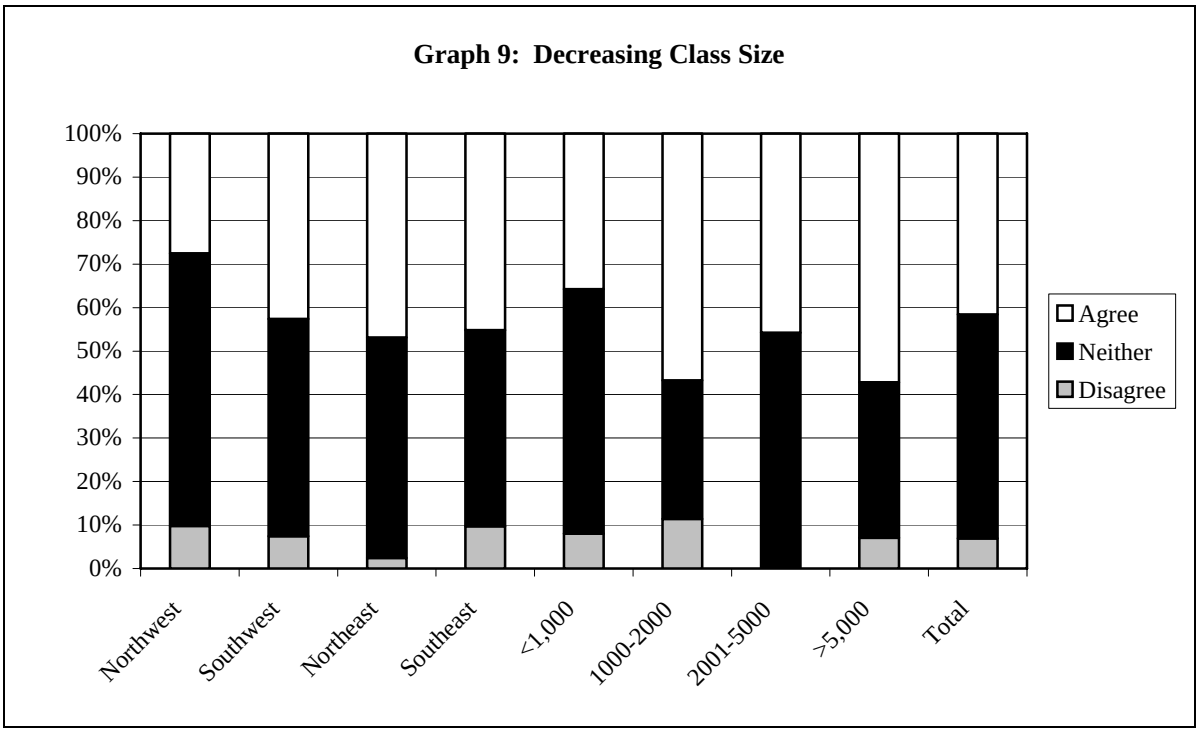

Graph 4: Providing Better Fringe Benefits
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Northwest
Southwest
Northeast
Southeast
<1,000
1000-2000
2001-5000
>5,000
Total
Agree
Neither
Disagree


Graph 5: Improving Opportunities for Professional Advancement
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Northwest
Southwest
Northeast
Southeast
<1,000
1000-2000
2001-5000
>5,000
Total
Agree
Neither
Disagree

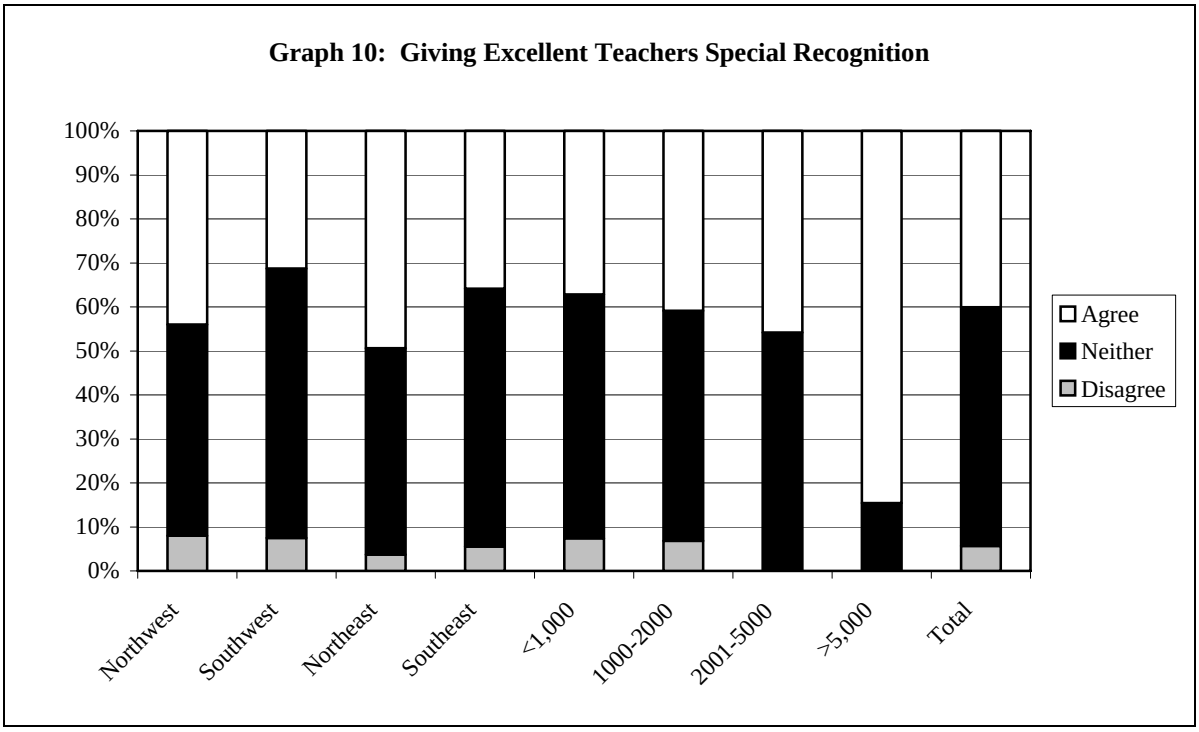

Graph 6: Dealing More Effectively with Student Discipline
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Northwest
Southwest
Northeast
Southeast
<1,000
1000-2000
2001-5000
>5,000
Total
Agree
Neither
Disagree


Graph 7: Giving Teachers More Authority
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Northwest
Southwest
Northeast
Southeast
<1,000
1000-2000
2001-5000
>5,000
Total
Agree
Neither
Disagree

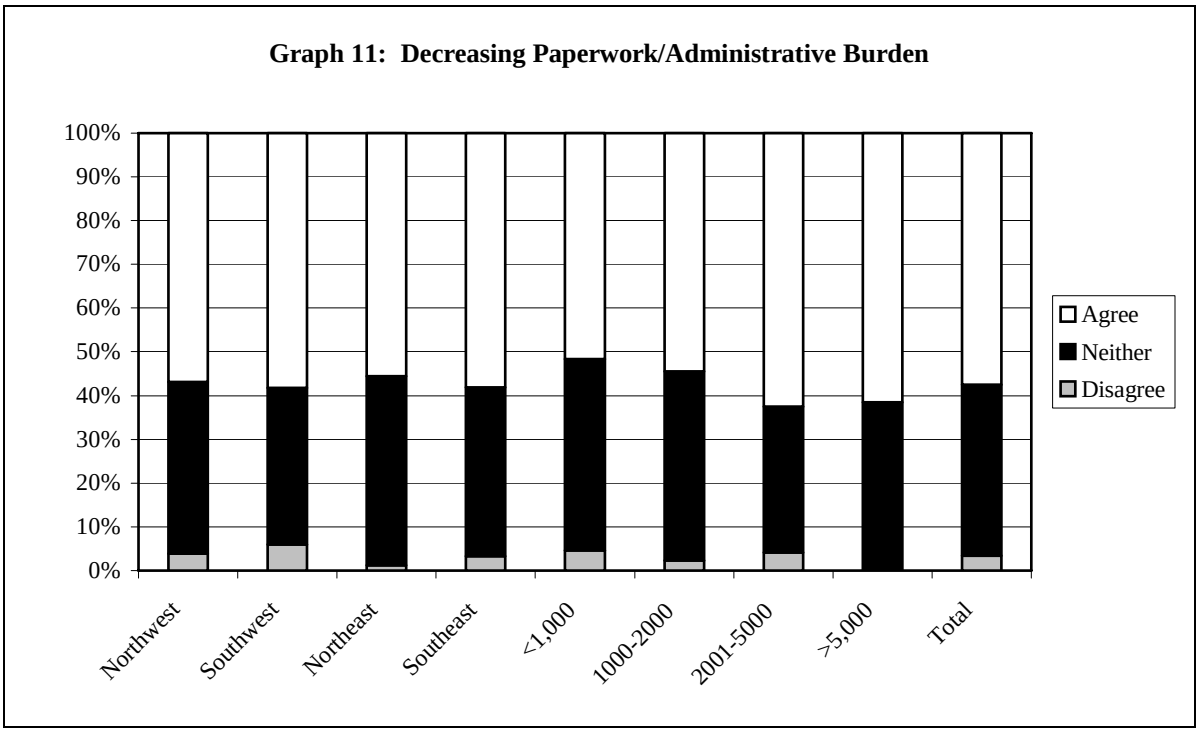

Graph 8: Providing Better Resources & Materials
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Northwest
Southwest
Northeast
Southeast
<1,000
1000-2000
2001-5000
>5,000
Total
Agree
Neither
Disagree

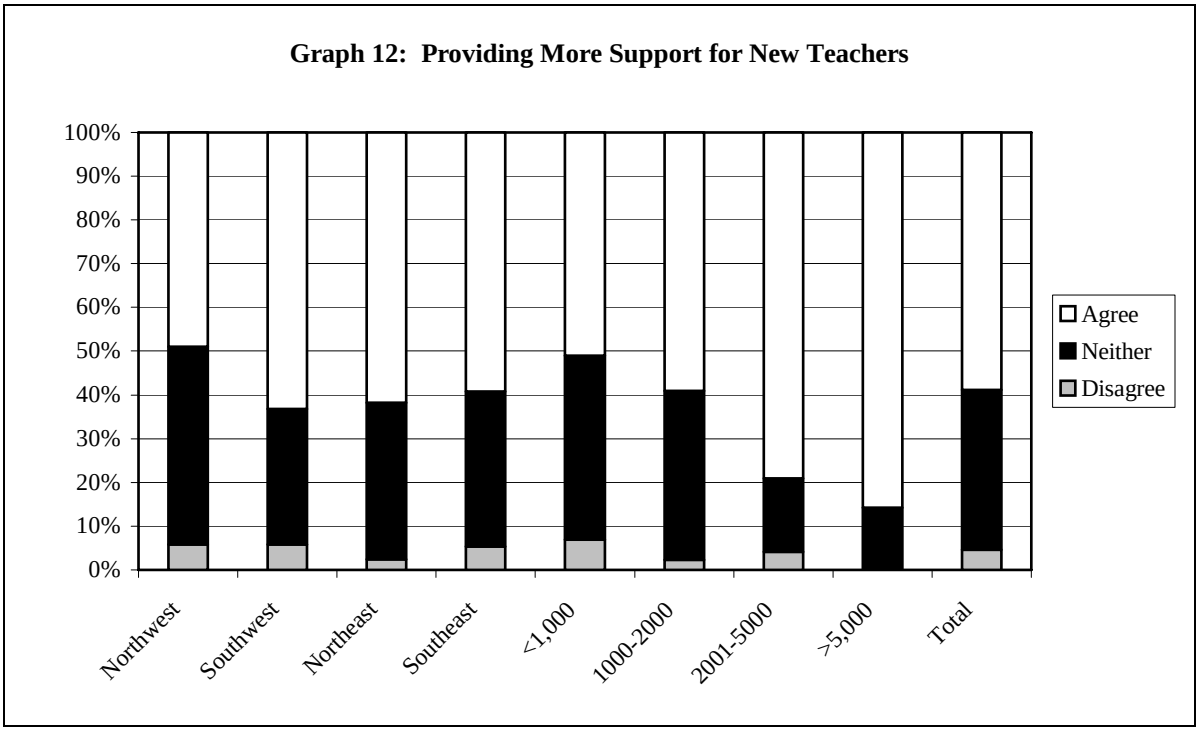


Significant by location and size

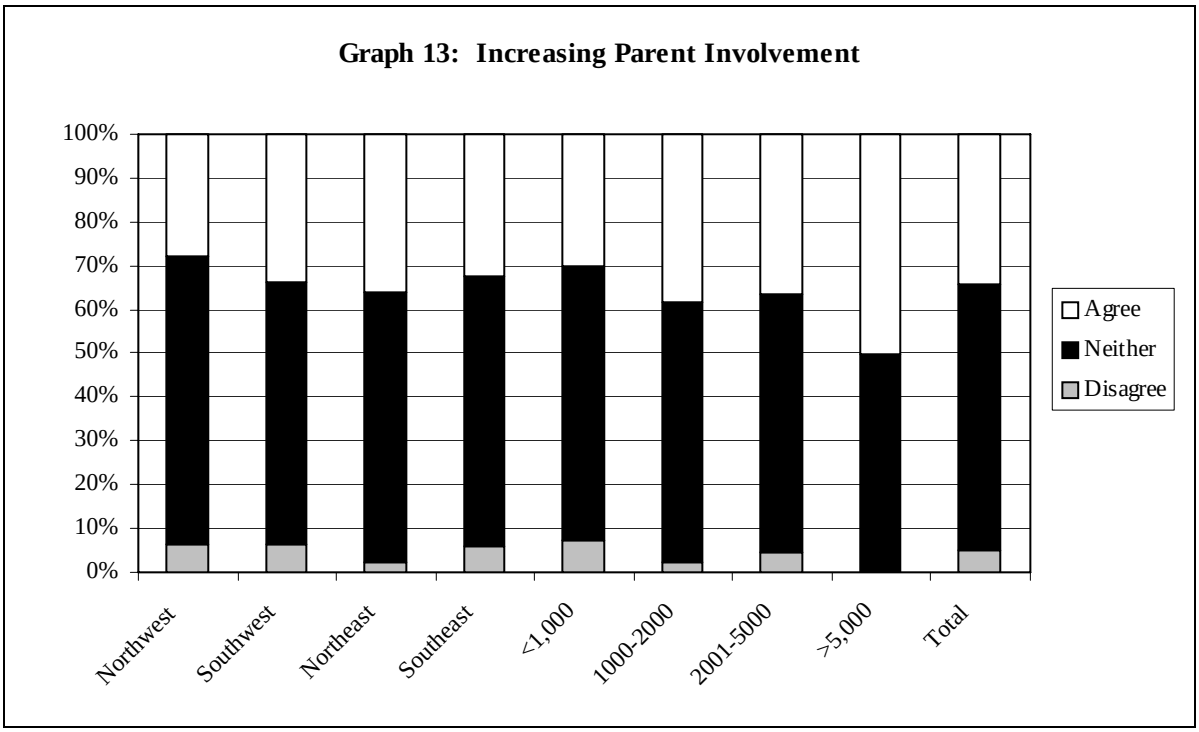


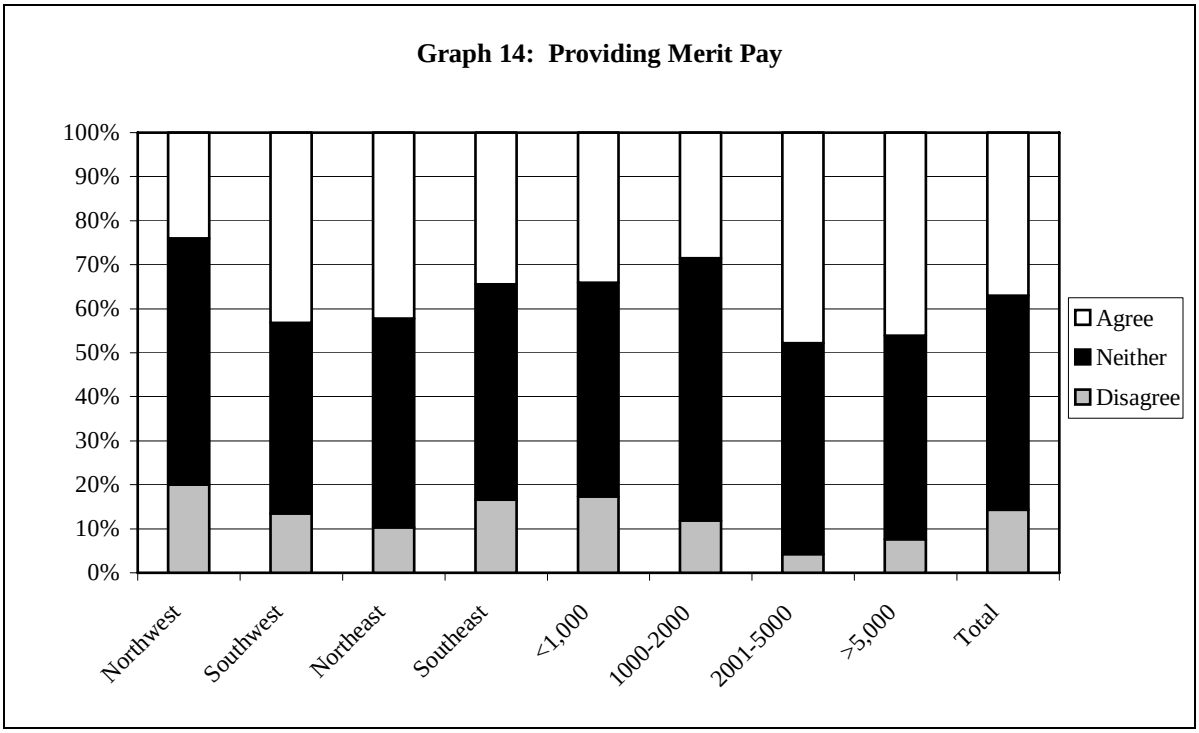
Significant by size



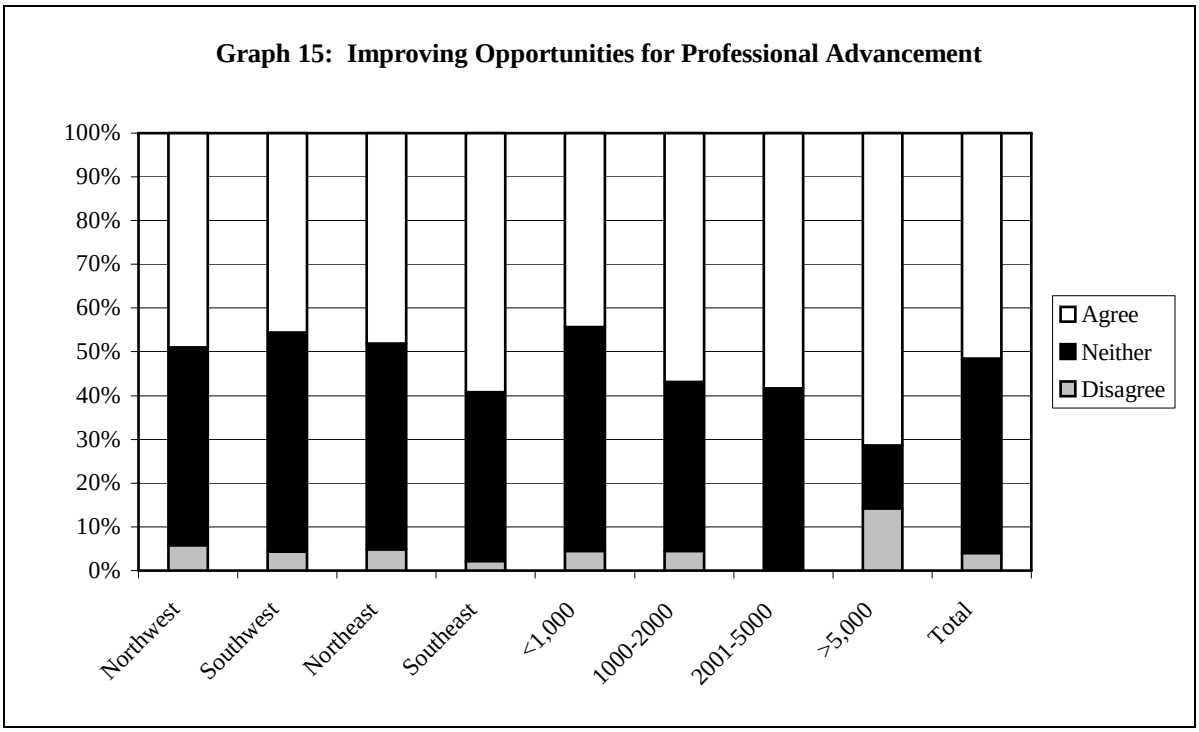


Significant by size

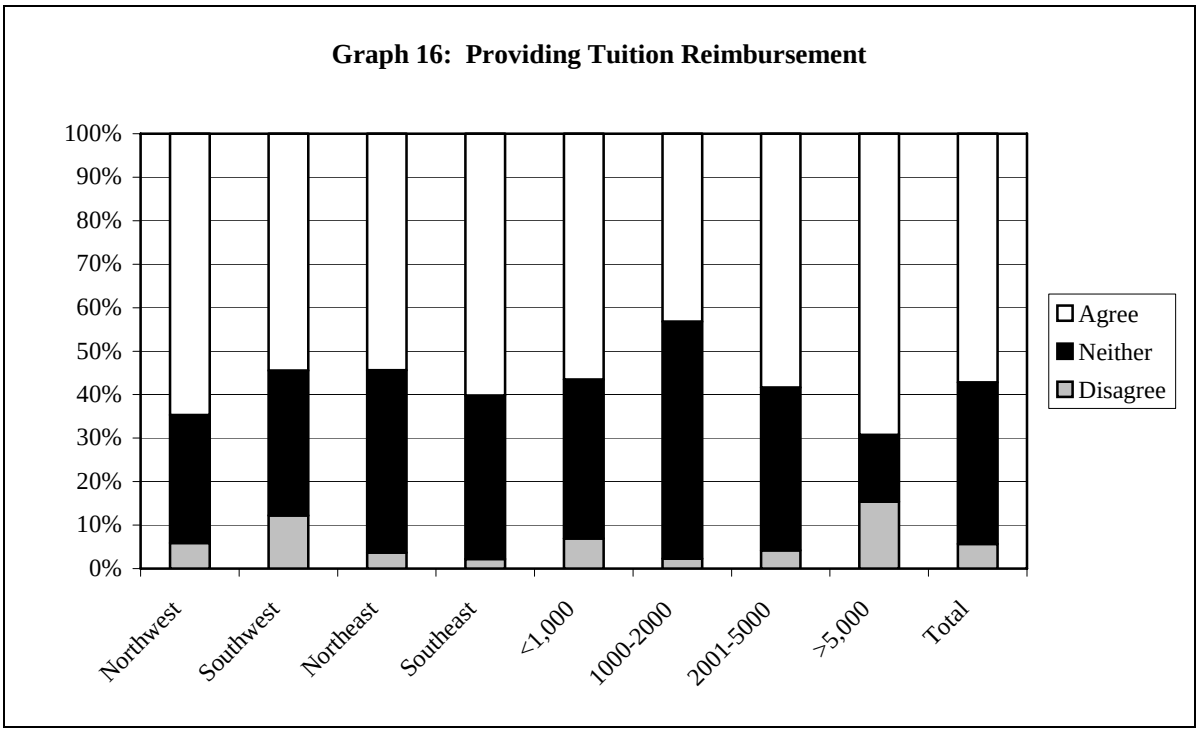


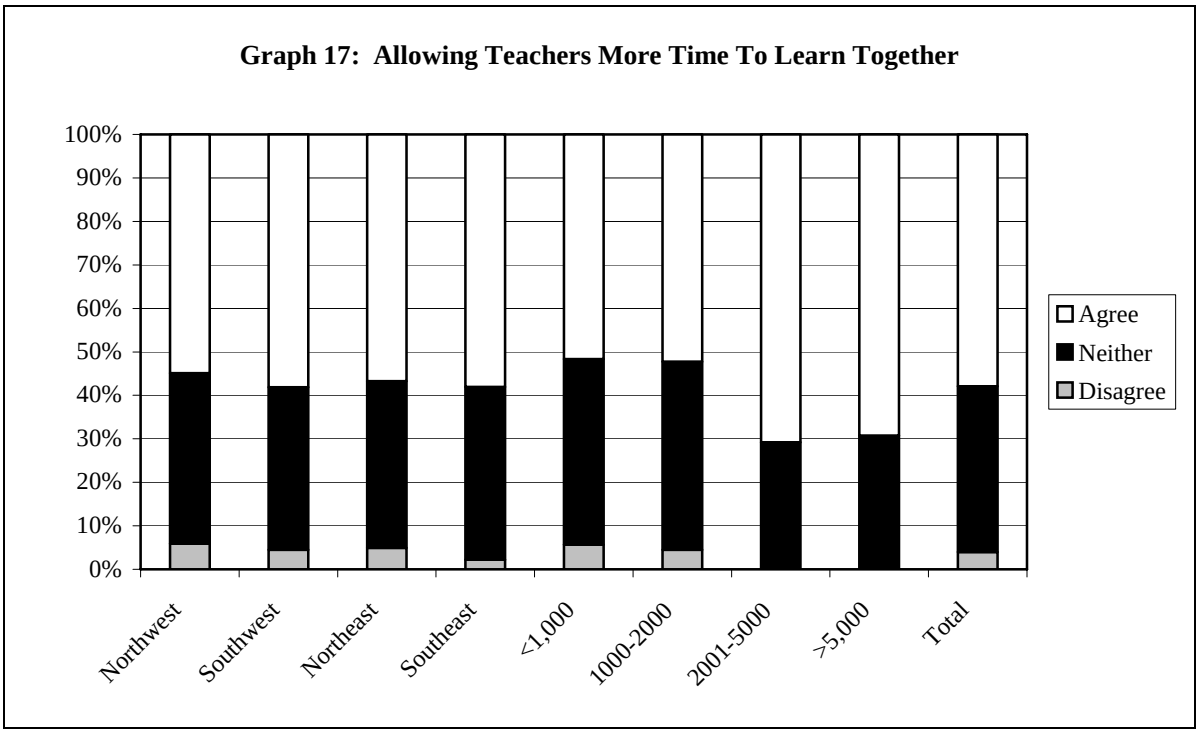


Significant by location

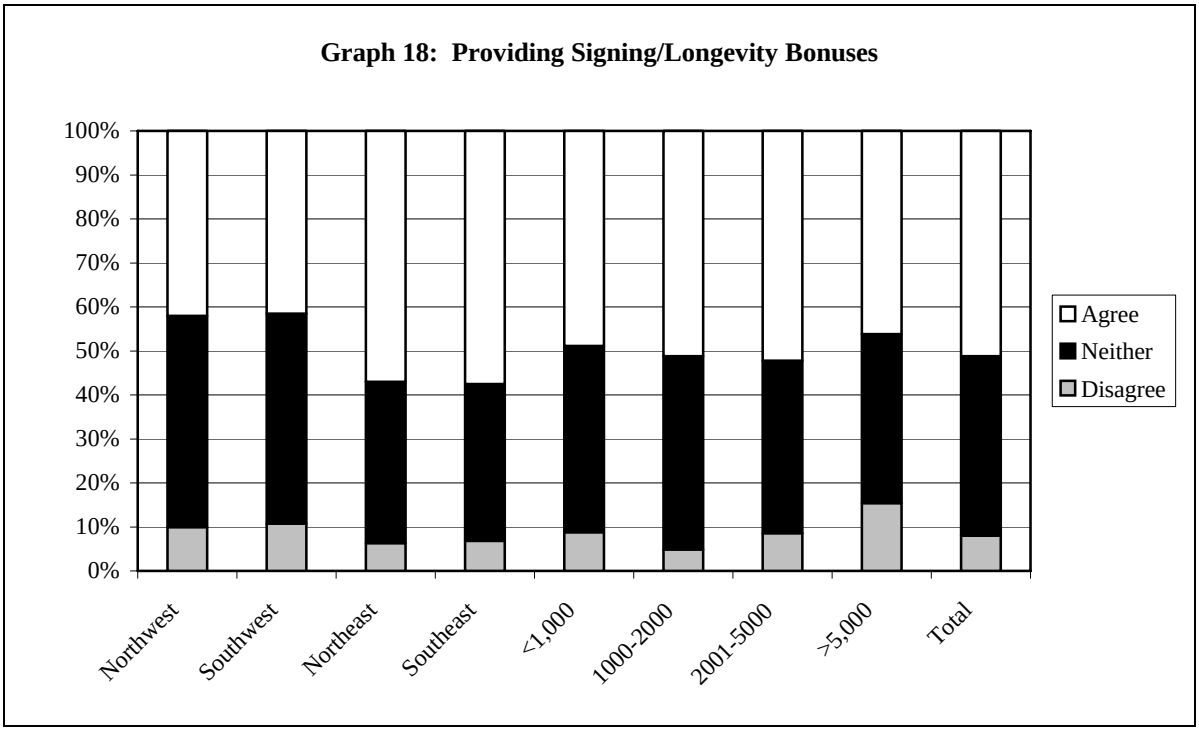


Significant by size





Significant by size



Significant by location

Graph 19: Providing Incentives for Teaching in High Need Areas

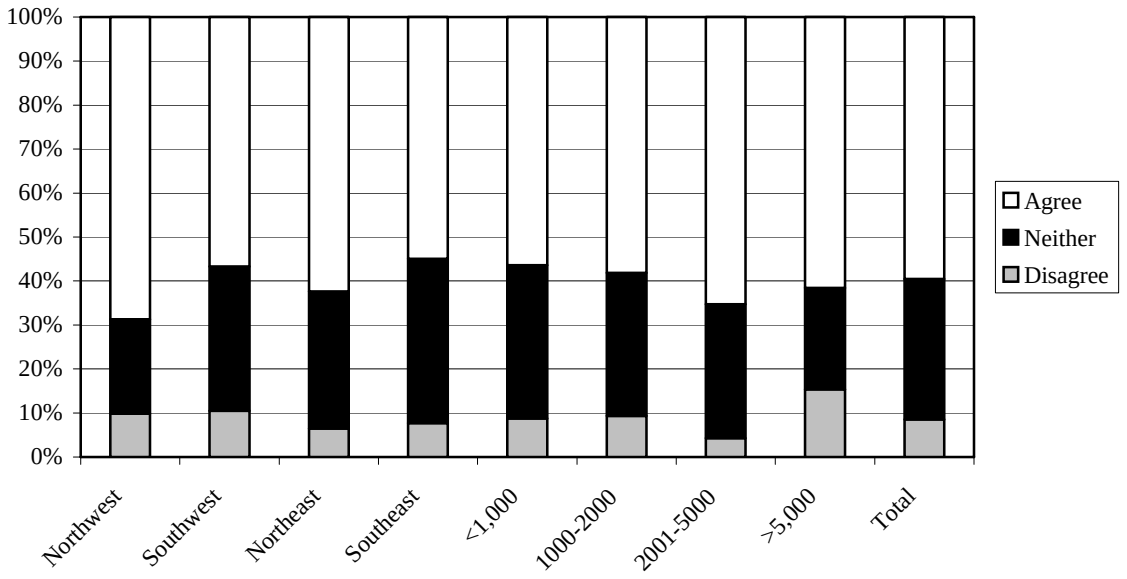
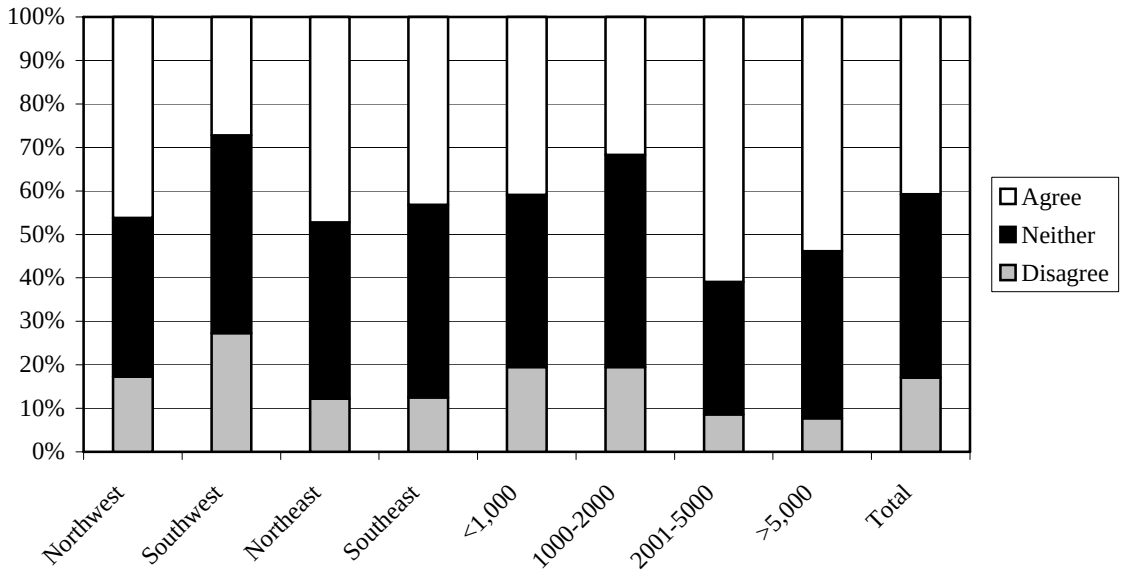


Table 20: Providing a Stipend for National Board Certification



Significant by location and size

Respondents were asked what else they thought was important to know about staff recruitment and retention. Responses are summarized in Table 7 and included as Appendix B. The majority of comments relate to some aspect of compensation. Thirty-two percent of the respondents said that the state needs to increase salaries to allow Kansas schools to compete with industry and other states; 19 percent said that fringe benefits must be improved; 15 percent thought that there should be incentives for those who agree to teach and/or who remain in teaching, especially in shortage areas; and 5 percent suggested lengthening the contract year to allow more compensation as well as more time for staff learning and planning. Some respondents suggested the elimination of the "double-dip" restriction on retired educators. Comments included—

> "Pay teachers a professional salary. When this is done, recruitment and retention will no longer be serious concerns, primarily because the higher salaries will attract more quality people to the field."
>
> "Our district will more than likely lose two staff members next year because they can double their pay by going to work in the private sector. Both want to stay in education, but when they look at the cost of college for their own children, the money looks too good. We need to look at incentives for people to stay in education."
>
> "In our society, pay and benefits are signs of societal respect."

The next most frequent category of responses had to do with support: from legislators, parents, and community to school staff (21 percent); from experienced educators to aspiring and new educators (10 percent); and from the state to small and isolated schools (7 percent). Comments included –

> "Not too many years ago, the teaching profession was one that was held in high esteem by the community. But, thanks to the media and our current Kansas legislators, that is no longer the case…Why would any young person wish to subject themselves to this abuse?"
>
> "Teacher recruitment is tough in the small rural areas. Our best bet is to locate teachers who grew up in the rural areas and want to relocate back to the small towns. Obviously with the shortage of teachers, this is getting harder to do."
>
> "Small rural schools need more flexibility in the area of teacher endorsements, as their staff in general need to be able to teach more than one subject area. The increased number of hours needed to be endorsed in an area makes it difficult to find teachers with multiple endorsements."

There were also comments about improving working conditions, such as decreasing paperwork and extra-curricular duties, and lessening the number of hoops for those with degrees who want to be teachers in Kansas. Several respondents mentioned that the quantity and quality of applicants were steadily decreasing.

"We also need to encourage the plethora of elementary education majors to consider at least minoring in a second field to receive a viable endorsement. It would help them get jobs and reduce the shortage in other areas. Two years ago we had 80 applicants for a first grade job. For most high school positions, we were lucky to have 5 to 7 applicants."

"Our five openings do not indicate to you the ten to twelve staff reassignments that were made in order to have positions that we could fill. Some of this we use to give staff members the opportunity for change and growth professionally. The administrators are bone tired from working the puzzle. Very few want to go into administration!"

"We are in a bind between raising certification standards and finding suitable applicants in sufficient numbers to fill vacancies. There is no surplus in any area in our district."

Table 7: Summary of Written Comments/Suggestions for Staff Recruitment and Retention

Comment or Suggestion	Times Mentioned	Pct. Of Respondents	Pct. Of Comments
Increase salaries to allow Kansas schools to compete with industry & other states as well as to attract new candidates	42	32.1%	20.6%
Show respect for and give support to educators (legislators, parents, community)	28	21.4%	13.7%
Improve facilities & ensure quality, reasonable & enjoyable work environment	6	4.6%	2.9%
Decrease extracurricular duties	2	1.5%	1.0%
Give special help, including more certification flexibility, to small & isolated schools	9	6.9%	4.4%
Contract for 11-12 months to allow time for planning, curriculum work, & professional development	7	5.3%	3.4%
Offer better fringe benefits, especially health insurance	25	19.1%	12.3%
Reduce the amount of paperwork	6	4.6%	2.9%
Provide better preservice training and/or mentoring	5	3.8%	2.5%
Provide incentives to teachers who remain in profession; to teachers who are willing to teach in poorer/less desirable locations and/or in shortage areas	20	15.3%	9.8%
Eliminate 'double-dip' restrictions for retired teachers	3	2.3%	1.5%
Ensure fewer hoops for those with degrees who want to teach in Kansas	6	4.6%	2.9%
Eliminate or reduce demands of QPA/state assessments	3	2.3%	1.5%
Do a better job of retaining educators	2	1.5%	1.0%
Recruit earlier and better	3	2.3%	1.5%
Forced to accept less than satisfactory candidates	5	3.8%	2.5%
Have few applicants, although some are good	8	6.1%	3.9%
Have to have the ability to sell the district to applicants	2	1.5%	1.0%
Miscellaneous	22	16.8%	10.8%
Totals	**204**	**155.7%**	**100.0%**

APPENDIX A

DATA TABLES AND GRAPHS

Table A1: Data by Certification Area

Regular Education Teacher/Support Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.	% Openings	% of State Positions
K-9 Art	26.7	24.7	93%	2.6	4.1		
7-12 Art	33.5	33.5	100%	2.7	4.2		
K-12 Art	26.0	25.0	96%	2.8	4.5	1.76%	2.48%
K-9 Counselor	47.0	42.5	90%	2.4	4.0		
7-12 Counselor	53.0	49.0	92%	2.3	4.2		
K-12 Counselor	33.0	23.0	70%	2.6	4.7	2.72%	2.05%
K-9 Teacher	1,266.00	1,229.50	97%	4.1	4.7		
5-9 Teacher	222.5	215.5	97%	3.5	4.5	30.46%	22.57%
K-9 Librarian	34.0	31.0	91%	2.7	3.7		
7-12 Librarian	15.0	13.0	87%	2.8	3.8		
K-12 Librarian	13.0	12.0	92%	2.8	4.0	1.27%	1.76%
K-9 Music	66.5	57.5	86%	1.9	3.7		
7-12 Music	62.0	53.0	85%	2.2	3.8		
K-12 Music	92.5	84.0	91%	2.4	3.5	4.52%	3.94%
K-9 Physical Education	47.8	45.8	96%	4.0	4.4		
7-12 Physical Education	75.5	74.5	99%	4.0	4.6		
K-12 Physical Education	27.0	25.0	93%	3.9	4.3	3.08%	4.68%
K-9 ESOL	14.5	12.0	83%	2.1	3.7		
7-12 ESOL	15.0	10.0	67%	1.1	4.0		
K-12 ESOL	13.0	12.0	92%	1.3	3.5	0.87%	0.57%
Agriculture	21.0	18.0	86%	2.8	4.1	0.43%	0.78%
Business	89.5	82.0	92%	1.9	3.5		
Computer Science	36.7	32.2	88%	2.6	3.7	2.58%	4.38%
K-9 Reading	51.5	48.5	94%	3.0	4.2		
7-12 Reading	8.0	8.0	100%	2.8	3.6		
K-12 Reading	6.0	5.0	83%	3.0	3.8		
Drama/Theater	21.5	16.0	74%	1.7	4.4		
Speech/Debate	21.5	18.5	86%	1.8	3.1		
Journalism	19.8	15.3	77%	2.1	3.3		
English Lang. Arts	209.5	186.5	89%	2.8	4.2	6.91%	9.60%

**1=Very Unsatisfied to 6=Very Satisfied*

Regular Education Teacher/Support Staff: Information for 2001-2002 School Year (Continued)

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.	% Openings	% of State Positions
Family & Consumer Sci.	58.5	47.0	80%	1.6	3.5	1.20%	1.96%
Foreign Lang.	118.0	105.0	89%	1.6	3.3	2.41%	1.57%
Math through Alg. 1	127.5	120.5	95%	2.4	4.0		
Math above Alg. 1	121.0	112.3	93%	2.0	3.9	5.08%	7.57%
Geology, Earth, Space, Physical Sci.	59.3	55.3	93%	2.5	4.2		
Biology, Life Science	93.8	82.3	88%	2.3	3.8		
Chemistry, Physics	49.3	42.3	86%	1.6	3.5	4.14%	6.51%
Psychology	8.0	8.0	100%	2.0	4.7		
Soc. Science/History	163.0	158.0	97%	3.2	4.0	3.50%	7.17%
Industrial Arts/Technology Ed.	64.5	51.0	79%	2.1	3.7	1.32%	2.35%
Other	37.3	28.5	76%	2.1	3.5	0.76%	3.28%
Total Regular Ed. Teachers	**3,568.79**	**3,312.79**	**93%**			**73.02%**	**83.2%**

Regular Education Administrator: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.	% Openings	% of State Positions
Superintendent	23.0	23.0	100%	4.2	4.9		
Asst. Superintendent	6.0	6.0	100%	3.8	4.8	0.57%	0.69%
Elem. Principal/Asst. Prin.	84.9	78.9	93%	3.6	4.6		
MS Principal/Asst. Prin.	47.5	43.5	92%	3.9	4.5		
HS Principal/Asst. Prin.	63.5	62.5	98%	3.8	4.5		
Multi-level Prin./Asst. Prin.	9.0	8.0	89%	3.8	4.1	4.19%	3.32%
Director of Voc. Ed.	5.0	5.0	100%	1.8	2.0	0.10%	0.01%
Other Admin.	56.0	54.0	96%	3.9	4.8	1.15%	0.93%
Total Regular Ed. Administrators	**294.9**	**280.9**	**95%**			**6.01%**	**4.95%**

**1=Very Unsatisfied to 6=Very Satisfied*

Special Education Staff: Information for 2001-2002 School Year

Area	No. Openings	No. Filled	% Filled	*Sat. with #	*Sat. with Qual.	% Openings	% of State Positions
Adaptive PE	9.5	7.5	79%	1.8	3.1	0.19%	0.10%
Audiologist	6.0	2.0	33%	1.3	2.8	0.12%	0.04%
Behavior Disorders	76.0	60.0	79%	2.2	3.5	1.56%	0.65%
Early Childhood	67.0	60.0	90%	2.5	4.0	1.37%	0.95%
Hearing Impaired	24.5	10.0	41%	1.8	3.1	0.50%	0.17%
Interrelated Program	380.0	295.0	78%	2.0	3.5	7.78%	2.62%
Learning Disabled	89.5	67.0	75%	2.2	3.7	1.83%	1.58%
Mentally Handicapped	26.0	23.0	88%	1.8	3.1	0.53%	0.73%
Nurse	32.0	26.0	81%	2.8	4.1	0.65%	0.82%
Physically Impaired	2.0	2.0	100%	3.0	6.0	0.04%	0.00%
School Psychologist	62.4	45.4	73%	2.1	3.9	1.28%	0.83%
School Social Worker	37.1	32.1	87%	2.7	4.2	0.76%	0.56%
Sp.Ed. Administrator	27.0	24.0	89%	3.5	4.6	0.55%	0.18%
Speech	88.5	75.0	85%	2.6	4.0	1.81%	1.19%
Severely, Multiply Disabled	11.0	10.0	91%	1.1	4.1	0.23%	0.11%
Visually Impaired	3.0	1.0	33%	1.5	6.0	0.06%	0.08%
Vocational	18.0	17.0	94%	2.8	4.4	0.37%	0.15%
Other Sped.	65.0	51.7	80%	2.1	3.6	1.33%	1.15%
Total Special Education	**1,024.50**	**808.7**	**79%**			**20.96%**	**11.91%**

Total Vacancies	**4,888.19**	**8.18%**
Total New Positions This Year	**509.80**	**10.43%**

**1=Very Unsatisfied to 6=Very Satisfied*

Table A2: Disaggregated Means for Satisfaction With Number of Applicants

Regular Education: Mean Satisfaction with Number of Applicants by District Size

	District Size								Total Mean & No. of Agencies Reporting	
	<1000		1000-2000		2001-5000		>5000			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
K-9 Art	1.0	1	2.0	1	2.5	4	2.9	7	2.5	13
7-12 Art	2.0	8	2.8	5	3.2	5	2.8	9	2.6	27
K-12 Art	3.0	8	2.0	1			2.8	4	2.9	13
K-9 Counselor	2.2	9	3.0	5	1.9	9	2.7	6	2.3	29
7-12 Counselor	2.1	15	2.7	10	2.0	3	2.3	9	2.3	37
K-12 Counselor	2.3	9	3.5	2			3.0	3	2.6	14
K-9 Teacher*	3.8	88	4.4	35	4.5	23	4.4	16	4.1	162
5-9 Teacher	3.2	26	3.1	10	3.9	13	3.9	7	3.4	56
K-9 Librarian	2.3	7	3.0	4	1.7	6	3.6	7	2.6	24
7-12 Librarian	2.2	6			3.3	3	4.0	2	2.8	11
K-12 Librarian	2.6	7					3.3	3	2.8	10
K-9 Music	1.8	17	2.0	10	1.9	7	2.4	9	2.0	43
7-12 Music	2.3	23	1.9	10	2.1	7	2.7	7	2.2	47
K-12 Music	2.2	35	2.7	7	2.7	3	2.9	8	2.4	53
K-9 Physical Education	3.6	13	4.3	6	4.4	8	3.9	9	4.0	36
7-12 Physical Education	3.6	18	4.3	10	4.1	7	4.0	8	3.9	43
K-12 Physical Education	3.6	9	3.5	2	5.0	2	4.4	5	3.9	18
K-9 Reading	2.9	10	3.5	4	2.7	9	3.4	9	3.0	32
7-12 Reading	2.0	1	3.0	1			3.0	3	2.8	5
K-12 Reading			4.0	1			2.7	3	3.0	4
K-9 ESOL	0.0	1			3.3	3	1.8	5	2.1	9
7-12 ESOL	1.0	2			1.0	2	1.3	3	1.1	7
K-12 ESOL	1.0	1			1.0	2	1.7	3	1.3	6
Agriculture	3.0	11	2.8	5	2.0	2			2.8	18
Business	1.9	23	2.0	10	1.9	10	2.1	13	2.0	56
Computer Science	2.8	15	2.8	4	2.3	4	2.1	7	2.6	30
Drama/Theater	1.7	9	1.0	2	2.0	1	2.0	5	1.7	17
English Lang. Arts	2.6	46	2.6	21	3.6	18	3.0	13	2.8	98
Family & Consumer Science	1.6	20	1.6	7	1.7	7	1.6	11	1.6	45
Foreign Lang.	1.4	23	1.5	13	1.4	9	1.9	14	1.6	59
Journalism	1.9	10	3.0	1	2.0	4	2.0	4	2.0	19
Psychology			1.5	2			2.3	3	2.0	5

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Regular Education: Mean Satisfaction with Number of Applicants by District Size (Continued)

	District Size								Total Mean & No. of Agencies Reporting	
	<1000		1000-2000		2001-5000		>5000			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Math through Alg. 1	2.3	29	2.5	13	2.5	14	2.2	11	2.4	67
Math above Alg. 1	1.9	33	2.0	9	2.3	16	1.8	13	2.0	71
Geology, Earth, Space, Physical Sci.	2.6	18	2.2	6	2.7	7	2.0	9	2.4	40
Biology, Life Science	2.1	17	2.3	9	2.2	12	2.2	13	2.2	51
Chemistry, Physics*	1.3	18	1.0	5	1.9	8	2.0	11	1.6	42
Soc. Science/History*	2.8	34	2.6	17	4.0	15	4.0	14	3.2	80
Speech/Debate	1.2	5	1.7	3	1.3	4	2.4	5	1.6	17
Technology Ed.*	3.1	12	1.6	11	1.5	4	1.7	10	2.1	37
Superintendent	4.0	13	3.7	3			5.7	3	4.2	19
Asst. Superintendent			2.5	2	4.0	2	5.0	2	3.8	6
Elem. Principal/Asst. Prin.	3.5	24	3.6	12	4.0	9	3.7	12	3.7	57
MS Principal/Asst. Prin.	3.5	12	4.4	7	4.3	7	3.9	9	3.9	35
HS Principal/Asst. Prin.	3.8	24	4.9	9	3.3	6	3.4	9	3.9	48
Multi-level Prin./Asst. Prin.	4.0	7	2.0	1					3.8	8
Director of Voc. Ed.			2.5	2	1.0	1	1.0	1	1.8	4

Special Education: Mean Satisfaction with Number of Applicants by District Size

	District Size								Total Mean & No. of Agencies Reporting	
	<1000		1000-2000		2001-5000		>5000			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Behavior Disorders	1.0	1	4.0	1	2.5	4	2.2	10	2.3	16
Early Childhood	2.5	2	2.5	4	2.0	4	2.4	10	2.4	20
Interrelated Program	1.6	13	2.3	6	1.9	10	2.2	11	1.9	40
Learning Disabled	2.5	2	1.0	2	2.6	5	2.2	5	2.2	14
School Psychologist	1.3	3	1.0	1	1.6	5	2.2	12	1.9	21
School Social Worker			3.0	2	2.3	4	3.0	6	2.8	12
Sp.Ed. Administrator	6.0	1	4.0	4	4.0	3	3.3	7	3.9	15
Speech	2.0	2	1.3	3	2.1	7	3.0	11	2.4	23

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Regular Education: Mean Satisfaction with Number of Applicants by Quarter of State

	Quarter of State								Total Mean & No. of Agencies Reporting	
	Northwest		Southwest		Northeast		Southeast			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
K-9 Art	2.0	1	1.0	1	2.6	7	3.0	4	2.5	13
7-12 Art*	1.3	3	1.8	4	3.1	14	2.7	6	2.6	27
K-12 Art	3.5	2	1.0	2	3.2	6	3.0	3	2.9	13
K-9 Counselor	2.0	1	1.7	6	2.8	14	2.1	8	2.3	29
7-12 Counselor	2.0	8	1.7	7	2.9	12	2.2	10	2.3	37
K-12 Counselor	3.0	2	2.0	2	2.8	6	2.5	4	2.6	14
K-9 Teacher	4.3	19	3.7	34	4.1	52	4.2	57	4.1	162
5-9 Teacher*	3.0	7	3.2	13	2.9	17	4.3	19	3.4	56
K-9 Librarian	4.0	2	1.8	4	2.6	13	2.8	5	2.6	24
7-12 Librarian			3.5	4	3.3	3	1.8	4	2.8	11
K-12 Librarian	4.0	1	2.7	3	3.0	3	2.3	3	2.8	10
K-9 Music	1.0	2	2.0	13	2.2	13	1.9	15	2.0	43
7-12 Music	1.8	6	2.0	11	2.0	13	2.7	17	2.2	47
K-12 Music	1.9	16	2.1	9	3.2	14	2.4	14	2.4	53
K-9 Physical Education	4.0	3	3.9	7	4.1	18	3.8	8	4.0	36
7-12 Physical Education*	4.2	6	2.7	7	4.8	13	3.7	17	3.9	43
K-12 Physical Education*	1.3	4	4.7	3	4.3	6	5.2	5	3.9	18
K-9 Reading	4.0	5	2.7	6	2.4	10	3.3	11	3.0	32
7-12 Reading					2.8	5			2.8	5
K-12 Reading			1.0	1	3.5	2	4.0	1	3.0	4
K-9 ESOL	4.0	1	2.0	4	1.8	4			2.1	9
7-12 ESOL			1.0	3	1.3	3	1.0	1	1.1	7
K-12 ESOL			1.0	2	2.0	2	1.0	2	1.3	6
Agriculture	3.0	3	1.0	1	3.0	6	2.9	8	2.8	18
Business	2.0	5	1.8	12	2.3	21	1.6	18	2.0	56
Computer Science	3.5	2	2.4	10	2.5	12	2.7	6	2.6	30
Drama/Theater			1.2	6	2.1	9	1.5	2	1.7	17
English Lang. Arts*	2.3	11	2.3	23	3.3	34	2.9	30	2.8	98
Family & Consumer Science	1.3	7	1.4	5	1.6	17	1.9	16	1.6	45
Foreign Language	1.3	7	1.0	10	1.8	23	1.6	19	1.6	59
Journalism	1.0	2	2.3	4	2.3	8	1.8	5	2.0	19
Psychology					1.7	3	2.5	2	2.0	5

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Regular Education: Mean Satisfaction with Number of Applicants by Quarter of State (Continued)

	Quarter of State								Total Mean & No. of Agencies Reporting	
	Northwest		Southwest		Northeast		Southeast			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Math through Algebra 1*	4.0	2	1.5	12	2.6	27	2.4	26	2.4	67
Math above Algebra 1	1.8	9	1.7	14	2.3	28	1.9	20	2.0	71
Geology, Earth, Space, Physical Science	2.7	6	3.3	8	2.2	14	2.0	12	2.4	40
Biology, Life Science	2.2	5	1.9	7	2.1	22	2.5	17	2.2	51
Chemistry, Physics*	1.0	5	1.1	11	1.8	16	2.0	10	1.6	42
Soc. Science/History*	2.5	11	2.4	12	3.5	26	3.5	31	3.2	80
Speech/Debate*			1.2	5	2.4	7	1.0	5	1.6	17
Technology Ed.	1.7	3	2.1	8	1.5	13	2.8	13	2.1	37
Superintendent	4.0	6	4.0	6	4.7	4	4.3	3	4.2	19
Asst. Superintendent			5.0	1	1.0	1	4.3	4	3.8	6
Elem. Principal/Asst. Prin.	3.0	7	3.3	10	3.9	21	3.9	19	3.7	57
MS Principal/Asst. Prin.*	2.5	4	3.3	6	4.9	14	3.8	11	3.9	35
HS Principal/Asst. Prin.*	2.3	3	2.9	9	4.2	20	4.3	16	3.9	48
Multi-level Prin./Asst. Prin.	4.3	3	3.0	1	4.5	2	2.5	2	3.8	8
Director of Voc. Ed.	1.0	1			2.0	1	2.0	2	1.8	4

Special Education Means: Satisfaction with Number of Applicants by Quarter of State

	Quarter of State								Total Mean & No. of Agencies Reporting	
	Northwest		Southwest		Northeast		Southeast			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Behavior Disorders			2.0	5	2.0	13	2.6	8	2.2	26
Early Childhood	2.5	4	2.2	5	2.9	13	1.9	7	2.5	29
Interrelated Program	2.1	10	1.9	8	2.0	26	2.1	18	2.0	62
Learning Disabled	3.0	1	1.3	4	2.1	9	2.8	5	2.2	19
School Psychologist*	1.3	3	1.2	9	2.7	20	2.1	10	2.1	42
School Social Worker	1.0	1	1.0	1	2.8	12	3.5	4	2.7	18
Sp.Ed. Administrator	5.0	1	4.0	4	4.3	8	2.3	8	3.5	21
Speech	4.0	1	1.8	5	2.6	23	2.8	10	2.6	39

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Table A3: Disaggregated Means for Satisfaction with Quality of Applicants

Regular Education: Mean Satisfaction with Quality of Applicants by Size of District

	District Size								Total Mean & No. of Agencies Reporting	
	<1000		Agencies		2001-5000		>5000			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
K-9 Art	4.0	1	3.0	1	3.8	4	4.4	7	4.1	13
7-12 Art	3.9	8	4.2	5	4.2	5	4.3	9	4.2	27
K-12 Art	4.4	7	4.0	1			4.8	4	4.5	12
K-9 Counselor	4.2	9	4.5	4	3.6	9	4.0	6	4.0	28
7-12 Counselor	4.1	14	4.3	7	4.0	3	4.3	7	4.2	31
K-12 Counselor	4.4	8	5.5	2			5.0	3	4.7	13
K-9 Teacher	4.6	84	4.9	30	4.7	23	4.9	15	4.7	152
5-9 Teacher	4.7	26	4.3	9	4.3	13	4.6	7	4.5	55
K-9 Librarian	3.1	7	4.3	4	2.7	6	4.4	7	3.7	24
7-12 Librarian	2.8	6			5.7	3	4.0	2	3.8	11
K-12 Librarian	3.6	7					5.0	3	4.0	10
K-9 Music	3.4	15	3.7	10	3.7	7	4.1	8	3.7	40
7-12 Music	3.9	20	3.8	8	3.3	7	4.3	7	3.8	42
K-12 Music	3.2	33	4.7	6	4.3	3	4.0	7	3.5	49
K-9 Physical Education	4.5	13	4.5	6	4.5	8	4.2	9	4.4	36
7-12 Physical Education	4.6	18	4.6	9	4.4	7	4.9	8	4.6	42
K-12 Physical Education	3.9	9	4.0	2	5.0	2	5.0	5	4.3	18
K-9 Reading	4.4	9	3.5	4	4.4	9	4.0	8	4.2	30
7-12 Reading	2.0	1	3.0	1			4.3	3	3.6	5
K-12 Reading			5.0	1			3.3	3	3.8	4
K-9 ESOL	1.0	1			4.0	3	4.0	5	3.7	9
7-12 ESOL	4.5	2			2.5	2	4.0	3	3.7	7
K-12 ESOL	3.0	1			2.5	2	4.3	3	3.5	6
Agriculture	4.0	10	4.2	5	4.0	2			4.1	17
Business	3.4	23	4.0	9	3.2	10	3.6	12	3.5	54
Computer Science	3.3	12	4.5	4	4.3	4	3.4	7	3.7	27
Drama/Theater	4.0	7	6.0	1	5.0	1	4.5	4	4.4	13
English Lang. Arts	4.3	41	4.3	20	4.0	18	4.5	13	4.2	92
Family & Consumer Science	3.6	19	3.5	6	3.6	7	3.5	11	3.5	43
Foreign Lang.	3.5	23	3.2	13	2.7	9	3.5	13	3.3	58
Journalism	3.4	8	4.0	1	3.0	4	3.3	4	3.3	17
Psychology			5.0	1			4.5	2	4.7	3

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Regular Education: Mean Satisfaction with Quality of Applicants by District Size (Continued)

	District Size								Total Mean & No. of Agencies Reporting	
	<1000		1000-2000		2001-5000		>5000			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Math through Alg. 1	4.2	27	4.1	12	3.6	14	3.8	10	4.0	63
Math above Alg. 1	4.4	32	3.6	9	3.6	16	3.3	12	3.9	69
Geology, Earth, Space, Physical Science	4.7	17	4.0	6	3.6	7	3.9	8	4.2	38
Biology, Life Science	3.8	16	4.2	9	3.9	12	3.2	13	3.7	50
Chemistry, Physics	3.8	18	4.2	5	3.0	8	3.2	11	3.5	42
Soc. Science/History	3.8	32	3.7	17	4.3	15	4.4	13	4.0	77
Speech/Debate	2.0	5	3.3	3	3.0	4	3.3	4	2.8	16
Technology Ed.	4.1	11	3.4	10	3.5	4	3.8	10	3.7	35
Superintendent	5.0	12	3.5	2			6.0	2	4.9	16
Asst. Superintendent			4.5	2	4.0	2	6.0	2	4.8	6
Elem. Principal/Asst. Prin.	4.6	23	4.8	12	4.5	8	4.4	11	4.6	54
MS Principal/Asst. Prin.	4.0	10	4.6	5	4.7	7	4.8	8	4.5	30
HS Principal/Asst. Prin.	4.3	21	5.3	7	3.6	5	4.8	8	4.5	41
Multi-level Prin./Asst. Prin.	4.4	7	2.0	1					4.1	8
Director of Voc. Ed.			2.5	2	2.0	1	1.0	1	2.0	4

Special Education: Mean Satisfaction with Quality of Applicants by District Size

	District Size								Total Mean & No. of Agencies Reporting	
	<1000		1000-2000		2001-5000		>5000			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Behavior Disorders	4.0	1	3.0	1	3.8	4	3.7	9	3.7	15
Early Childhood	5.0	2	3.3	4	3.8	4	4.2	9	4.0	19
Interrelated Program	3.1	13	4.0	6	3.0	9	4.1	10	3.5	38
Learning Disabled	4.0	2	3.5	2	3.6	5	3.8	5	3.7	14
School Psychologist	4.3	3	1.0	1	2.6	5	4.0	11	3.6	20
School Social Worker			3.0	1	3.5	4	4.2	6	3.8	11
Sp.Ed. Administrator	6.0	1	4.8	4	5.0	3	5.2	6	5.1	14
Speech	4.0	2	3.3	3	3.2	5	4.4	10	3.9	20

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Regular Education: Mean Satisfaction with Quality of Applicants by Quarter of State

	Quarter of State								Total Mean & No. of Agencies Reporting	
	Northwest		Southwest		Northeast		Southeast			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
K-9 Art	4.0	1	5.0	1	4.3	7	3.5	4	4.1	13
7-12 Art	4.0	3	4.0	4	4.2	14	4.2	6	4.2	27
K-12 Art	4.0	2	4.0	2	4.8	5	4.7	3	4.5	12
K-9 Counselor	2.0	1	3.5	6	4.2	13	4.3	8	4.0	28
7-12 Counselor*	2.8	8	5.0	5	4.8	11	4.1	7	4.2	31
K-12 Counselor	4.5	2	4.0	2	5.0	5	4.8	4	4.7	13
K-9 Teacher	5.2	18	4.5	32	4.8	50	4.5	52	4.7	152
5-9 Teacher	3.9	7	4.9	12	4.4	17	4.6	19	4.5	55
K-9 Librarian	4.0	2	3.3	4	3.9	13	3.0	5	3.6	24
7-12 Librarian			4.0	4	3.7	3	3.8	4	3.8	11
K-12 Librarian	6.0	1	3.3	3	4.0	3	4.0	3	4.0	10
K-9 Music*	5.0	2	2.7	13	4.2	12	4.0	13	3.7	40
7-12 Music	2.8	5	3.8	11	3.9	13	4.2	13	3.8	42
K-12 Music	2.9	15	3.3	9	4.1	13	3.8	12	3.5	49
K-9 Physical Education	4.3	3	4.4	7	4.4	18	4.4	8	4.4	36
7-12 Physical Education	4.3	6	4.1	7	4.9	13	4.8	16	4.6	42
K-12 Physical Education*	2.5	4	5.0	3	4.8	6	4.8	5	4.3	18
K-9 Reading	4.2	5	5.2	6	3.4	9	4.3	10	4.2	30
7-12 Reading					3.6	5			3.6	5
K-12 Reading			1.0	1	4.5	2	5.0	1	3.8	4
K-9 ESOL	3.0	1	3.8	4	3.8	4			3.7	9
7-12 ESOL			4.7	3	3.3	3	2.0	1	3.7	7
K-12 ESOL			3.5	2	3.5	2	3.5	2	3.5	6
Agriculture	4.7	3	1.0	1	4.3	6	4.0	7	4.1	17
Business	2.8	5	3.6	11	3.8	20	3.4	18	3.5	54
Computer Science	1.0	1	3.6	10	4.2	10	3.3	6	3.7	27
Drama/Theater			3.3	3	4.5	8	5.5	2	4.4	13
English Lang. Arts	3.9	10	3.8	22	4.5	31	4.4	29	4.2	92
Family & Consumer Sci.	3.3	7	4.5	4	3.6	16	3.3	16	3.5	43
Foreign Lang.	2.7	7	3.4	10	3.5	22	3.4	19	3.3	58
Journalism	1.5	2	3.5	4	3.8	8	3.0	3	3.3	17
Psychology					5.0	2	4.0	1	4.7	3

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Regular Education: Mean Satisfaction with Quality of Applicants by Quarter of State (Continued)

	Quarter of State								Total Mean & No. of Agencies Reporting	
	Northwest		Southwest		Northeast		Southeast			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Math through Alg. 1	4.0	1	3.7	12	4.4	25	3.7	25	4.0	63
Math above Alg. 1	3.9	9	3.9	14	3.9	27	4.0	19	3.9	69
Geology, Earth, Space, Physical Science*	3.8	5	5.5	8	3.8	13	3.9	12	4.2	38
Biology, Life Science	3.2	5	3.4	7	3.9	22	3.8	16	3.7	50
Chemistry, Physics	2.2	5	3.8	11	3.8	16	3.5	10	3.5	42
Soc. Science/History	3.1	10	4.2	12	4.2	24	4.0	31	4.0	77
Speech/Debate			2.0	5	3.7	6	2.6	5	2.8	16
Technology Ed.	3.7	3	3.4	7	3.5	13	4.3	12	3.7	35
Superintendent	5.2	6	4.2	5	5.3	3	5.5	2	4.9	16
Asst. Superintendent			6.0	1	3.0	1	5.0	4	4.8	6
Elem. Principal/Asst. Prin.	4.0	7	5.0	10	4.3	20	4.9	17	4.6	54
MS Principal/Asst. Prin.*	3.3	3	3.0	5	4.9	12	5.0	10	4.5	30
HS Principal/Asst. Prin.*	3.3	3	3.5	8	4.8	17	5.0	13	4.5	41
Multi-level Prin./Asst. Prin.	5.3	3	3.0	1	4.0	2	3.0	2	4.1	8
Director of Voc. Ed.	1.0	1			2.0	1	2.5	2	2.0	4

Special Education: Mean Satisfaction with Quality of Applicants by Quarter of State

	Quarter of State								Total Mean & No. of Agencies Reporting	
	Northwest		Southwest		Northeast		Southeast			
	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N
Behavior Disorders			3.8	5	3.5	12	3.3	7	3.5	24
Early Childhood	4.0	4	4.2	5	4.4	12	3.1	7	4.0	28
Interrelated Program	3.9	9	3.1	8	3.4	25	3.7	19	3.5	61
Learning Disabled	4.0	1	3.3	4	3.6	9	4.2	5	3.7	19
School Psychologist	4.3	3	3.5	8	4.1	19	3.8	10	3.9	40
School Social Worker	6.0	1			3.9	12	4.7	3	4.2	16
Sp.Ed. Administrator	5.0	1	4.0	4	5.0	7	5.0	8	4.8	20
Speech			5.3	4	3.8	20	4.3	10	4.1	34

*Ratings for Means: 1=Very Unsatisfied to 6=Very Satisfied; *=significantly different results among subgroups at .05 level of significance*

Table A4: Degree to Which This is a Strength of Your District/Community

Degree to Which This Is a Strength of Your District/Community When It Comes to Attracting Professional Staff: Disaggregated Frequencies

		Quarter of State				District Size				Total
Strength of District/Community	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Higher salaries than in surrounding districts	SD	21.1%	8.7%	13.8%	9.7%	14.2%	8.7%	14.8%	13.3%	12.6%
or interlocals	2	14.0%	29.0%	17.2%	20.4%	20.2%	30.4%	11.1%	0.0%	20.7%
	3	29.8%	20.3%	35.6%	22.6%	26.2%	28.3%	33.3%	13.3%	26.6%
	4	21.1%	20.3%	20.7%	22.6%	21.9%	13.0%	14.8%	46.7%	21.0%
	5	10.5%	14.5%	12.6%	15.1%	12.6%	10.9%	22.2%	20.0%	13.6%
	SA	3.5%	7.2%	0.0%	9.7%	4.9%	8.7%	3.7%	6.7%	5.7%
Good health plan & other fringe benefits	SD	14.3%	15.9%	16.1%	12.6%	16.3%	15.2%	11.1%	6.7%	14.6%
	2	8.9%	17.4%	17.2%	21.1%	17.9%	10.9%	11.1%	20.0%	16.8%
	3	25.0%	18.8%	19.5%	16.8%	21.2%	13.0%	18.5%	20.0%	19.3%
	4	19.6%	18.8%	16.1%	31.6%	21.7%	34.8%	11.1%	20.0%	22.7%
	5	19.6%	17.4%	19.5%	10.5%	13.6%	17.4%	37.0%	13.3%	16.0%
	SA	12.5%	11.6%	11.5%	7.4%	9.2%	8.7%	11.1%	20.0%	10.7%
Availability of employment opportunities nearby	SD	15.8%	7.4%	5.8%	6.3%	11.0%	2.2%	0.0%	0.0%	7.9%
for family members	2	24.6%	19.1%	7.0%	13.7%	19.8%	13.0%	3.7%	6.7%	15.2%
	3	28.1%	22.1%	11.6%	13.7%	20.3%	15.2%	11.1%	0.0%	17.4%
Significant by location and size	4	17.5%	27.9%	32.6%	26.3%	23.6%	30.4%	29.6%	33.3%	27.0%
	5	10.5%	22.1%	27.9%	31.6%	20.3%	28.3%	40.7%	46.7%	24.8%
	SA	3.5%	1.5%	15.1%	8.4%	4.9%	10.9%	14.8%	13.3%	7.9%
Affordable housing in the area	SD	7.0%	12.7%	10.2%	4.2%	11.8%	4.3%	3.7%	0.0%	8.1%
	2	12.3%	8.5%	19.3%	20.0%	16.6%	21.7%	22.2%	0.0%	15.6%
	3	22.8%	33.8%	20.5%	25.3%	22.5%	23.9%	29.6%	20.0%	25.0%
	4	26.3%	16.9%	29.5%	29.5%	23.0%	32.6%	33.3%	40.0%	26.6%
	5	29.8%	19.7%	15.9%	10.5%	19.3%	10.9%	7.4%	26.7%	17.8%
	SA	1.8%	8.5%	4.5%	10.5%	7.0%	6.5%	3.7%	13.3%	6.9%
District's reputation as being an excellent	SD	3.6%	1.4%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	0.9%
place to be employed	2	1.8%	1.4%	2.3%	2.1%	2.2%	2.2%	3.7%	0.0%	1.9%
	3	8.9%	11.3%	6.8%	8.5%	9.7%	6.5%	7.4%	6.7%	8.7%
	4	26.8%	14.1%	21.6%	22.3%	23.2%	28.3%	3.7%	0.0%	20.8%
	5	41.1%	42.3%	37.5%	37.2%	37.3%	39.1%	55.6%	46.7%	40.2%
	SA	17.9%	29.6%	31.8%	29.8%	25.9%	23.9%	29.6%	46.7%	27.6%

Degree to Which This Is a Strength of Your District/Community When It Comes to Attracting Professional Staff: Disaggregated Frequencies (Cont.)

		Quarter of State				District Size				Total
Strength of District/Community	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Postsecondary institution in or near district	SD	15.8%	20.3%	1.1%	3.2%	11.4%	2.2%	3.7%	13.3%	8.5%
	2	22.8%	15.9%	3.4%	10.5%	15.1%	6.5%	0.0%	0.0%	11.9%
Significant by location and size	3	12.3%	17.4%	4.5%	10.5%	12.4%	15.2%	7.4%	0.0%	10.7%
	4	21.1%	18.8%	28.4%	22.1%	26.5%	21.7%	14.8%	6.7%	23.8%
	5	24.6%	18.8%	28.4%	31.6%	23.8%	28.3%	29.6%	33.3%	26.0%
	SA	3.5%	8.7%	34.1%	22.1%	10.8%	26.1%	44.4%	46.7%	19.1%
Excellent school facilities	SD	3.5%	0.0%	1.1%	3.2%	2.1%	2.2%	3.7%	0.0%	1.9%
	2	5.3%	9.9%	5.7%	4.2%	7.5%	4.3%	7.4%	0.0%	6.2%
Significant by size	3	14.0%	5.6%	10.2%	2.1%	7.0%	10.9%	3.7%	0.0%	7.2%
	4	24.6%	14.1%	25.0%	32.6%	25.1%	23.9%	22.2%	13.3%	25.2%
	5	36.8%	40.8%	30.7%	29.5%	38.5%	23.9%	11.1%	33.3%	33.6%
	SA	15.8%	29.6%	27.3%	28.4%	19.8%	34.8%	51.9%	53.3%	25.9%
Small class sizes	SD	1.8%	2.8%	0.0%	0.0%	0.5%	0.0%	3.7%	6.7%	0.9%
	2	0.0%	1.4%	1.1%	2.1%	1.6%	0.0%	0.0%	0.0%	1.3%
Significant by size	3	1.8%	4.2%	10.2%	7.4%	3.7%	6.5%	14.8%	0.0%	6.3%
	4	12.3%	21.1%	18.2%	23.2%	13.9%	23.9%	25.9%	33.3%	19.7%
	5	47.4%	29.6%	43.2%	51.6%	46.5%	43.5%	44.4%	33.3%	43.4%
	SA	36.8%	40.8%	27.3%	15.8%	33.7%	26.1%	11.1%	26.7%	28.4%
Safe working environment	SD	1.8%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.3%
	2	0.0%	2.8%	2.3%	1.1%	2.2%	0.0%	0.0%	0.0%	1.9%
	3	1.8%	1.4%	4.5%	2.1%	1.1%	0.0%	3.8%	6.7%	2.5%
	4	7.1%	8.5%	10.2%	11.7%	7.5%	17.4%	23.1%	0.0%	10.3%
	5	35.7%	35.2%	39.8%	52.1%	41.4%	47.8%	34.6%	40.0%	41.4%
	SA	53.6%	52.1%	43.2%	33.0%	47.3%	34.8%	38.5%	53.3%	43.6%
Plentiful support staff	SD	0.0%	0.0%	2.4%	1.1%	1.1%	2.2%	0.0%	0.0%	0.9%
	2	8.8%	4.2%	3.5%	1.1%	3.8%	6.5%	7.7%	0.0%	3.8%
	3	7.0%	12.7%	5.9%	18.1%	13.6%	6.5%	3.8%	0.0%	11.4%
	4	35.1%	18.3%	40.0%	28.7%	28.8%	37.0%	26.9%	33.3%	31.2%
	5	29.8%	42.3%	31.8%	35.1%	37.5%	28.3%	30.8%	40.0%	34.4%
	SA	19.3%	22.5%	16.5%	16.0%	15.2%	19.6%	30.8%	26.7%	18.3%

Degree to Which This Is a Strength of Your District/Community When It Comes to Attracting Professional Staff: Disaggregated Frequencies (Cont.)

		Quarter of State				District Size				Total
Strength of District/Community	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Availability of tuition reimbursements	SD	21.4%	15.9%	35.7%	41.9%	26.0%	45.7%	37.0%	23.1%	30.8%
for needed endorsements	2	41.1%	10.1%	10.7%	17.2%	19.3%	13.0%	33.3%	7.7%	17.7%
	3	14.3%	8.7%	10.7%	10.8%	9.4%	13.0%	14.8%	15.4%	11.0%
Significant by location and size	4	8.9%	17.4%	14.3%	9.7%	12.2%	15.2%	3.7%	38.5%	13.1%
	5	5.4%	26.1%	17.9%	10.8%	18.2%	6.5%	3.7%	0.0%	15.4%
	SA	8.9%	21.7%	10.7%	9.7%	14.9%	6.5%	7.4%	15.4%	12.0%
District's close proximity to recreational	SD	14.3%	14.5%	3.6%	6.5%	12.2%	4.4%	3.7%	6.7%	8.9%
and cultural activities	2	12.5%	30.4%	3.6%	11.8%	16.7%	13.3%	0.0%	0.0%	13.8%
	3	33.9%	15.9%	8.3%	21.5%	19.4%	17.8%	18.5%	13.3%	19.7%
Significant by location and size	4	21.4%	14.5%	21.4%	25.8%	17.2%	28.9%	18.5%	46.7%	21.2%
	5	14.3%	18.8%	42.9%	28.0%	27.2%	20.0%	40.7%	20.0%	26.9%
	SA	3.6%	5.8%	20.2%	6.5%	7.2%	15.6%	18.5%	13.3%	9.6%

Degree to Which This Is a Strength of Your District/Community When It Comes to Attracting Professional Staff: Means

	No.	**Mean**
Safe working environment	319	5.2
Small class sizes	320	4.9
District's reputation as excellent place to work	319	4.8
Excellent school facilities	321	4.6
Plentiful support staff	317	4.5
Postsecondary institution in or near district	319	4.0
District's proximity to recreation/culture	312	3.7
Availability of employment opportunities nearby	316	3.7
Affordable housing in the area	320	3.5
Good health plan & other fringe benefits	317	3.4
Higher salaries than in surrounding districts	316	3.2
Availability of tuition reimbursements	311	3.0

Table A5: Importance of Factor to Teacher Recruitment and Retention: Disaggregated Frequencies

		Quarter of State				District Size				Total
Factor	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Providing higher salaries	SD	5.9%	2.9%	2.5%	1.1%	3.4%	0.0%	0.0%	7.1%	2.7%
	2	2.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.3%
	3	2.0%	2.9%	0.0%	0.0%	1.7%	0.0%	0.0%	0.0%	1.3%
	4	2.0%	1.5%	2.5%	7.6%	4.0%	2.3%	0.0%	0.0%	3.7%
	5	29.4%	22.1%	34.6%	22.8%	25.7%	38.6%	20.8%	21.4%	27.6%
	SA	58.8%	70.6%	60.5%	68.5%	64.6%	59.1%	79.2%	71.4%	64.5%
Providing better fringe benefits	SD	5.9%	2.9%	2.4%	0.0%	2.8%	0.0%	0.0%	7.1%	2.3%
	2	2.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.3%
	3	0.0%	2.9%	2.4%	2.2%	1.7%	4.5%	0.0%	0.0%	2.3%
	4	3.9%	4.4%	2.4%	6.5%	5.1%	2.3%	0.0%	7.1%	5.0%
	5	23.5%	17.6%	25.6%	15.1%	19.8%	20.5%	4.2%	21.4%	20.1%
	SA	64.7%	72.1%	67.1%	76.3%	70.1%	72.7%	95.8%	64.3%	70.0%
Improving opportunities for professional advancement	SD	2.0%	1.5%	2.4%	0.0%	2.3%	0.0%	0.0%	0.0%	1.3%
	2	4.0%	3.0%	1.2%	1.1%	1.7%	2.3%	4.3%	7.1%	2.0%
	3	12.0%	9.0%	8.5%	8.7%	10.8%	9.3%	4.3%	0.0%	9.3%
	4	36.0%	38.8%	34.1%	32.6%	35.8%	39.5%	34.8%	14.3%	35.0%
	5	30.0%	23.9%	39.0%	39.1%	33.0%	37.2%	34.8%	42.9%	34.3%
	SA	16.0%	23.9%	14.6%	18.5%	16.5%	11.6%	21.7%	35.7%	18.0%
Dealing more effectively with student discipline	SD	2.0%	2.9%	1.2%	0.0%	1.7%	0.0%	4.2%	0.0%	1.3%
	2	3.9%	4.4%	4.9%	4.4%	4.0%	4.5%	4.2%	14.3%	4.3%
	3	17.6%	13.2%	14.6%	12.1%	16.5%	15.9%	4.2%	0.0%	14.0%
	4	43.1%	29.4%	32.9%	35.2%	33.5%	31.8%	29.2%	7.1%	34.2%
	5	29.4%	27.9%	37.8%	36.3%	33.5%	40.9%	45.8%	50.0%	34.2%
	SA	3.9%	22.1%	8.5%	12.1%	10.8%	6.8%	12.5%	28.6%	12.0%
Giving teachers more authority in the school/classroom	SD	2.0%	1.5%	1.2%	0.0%	1.7%	0.0%	0.0%	0.0%	1.0%
	2	2.0%	1.5%	3.7%	4.4%	2.3%	4.7%	8.3%	0.0%	3.0%
	3	31.4%	31.3%	23.5%	29.7%	29.1%	32.6%	16.7%	21.4%	28.1%
	4	45.1%	40.3%	42.0%	44.0%	42.3%	39.5%	50.0%	42.9%	42.5%
	5	13.7%	17.9%	28.4%	18.7%	18.9%	23.3%	20.8%	35.7%	20.7%
	SA	5.9%	7.5%	1.2%	3.3%	5.7%	0.0%	4.2%	0.0%	4.7%

Importance of Factor to Teacher Recruitment and Retention: Disaggregated Frequencies (Cont.)

		Quarter of State				District Size				Total
Factor	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Providing better resources & materials for classroom use	SD	2.0%	0.0%	1.2%	0.0%	1.1%	0.0%	0.0%	0.0%	0.7%
	2	3.9%	4.4%	4.9%	5.4%	5.1%	4.5%	0.0%	7.1%	4.6%
	3	21.6%	19.1%	9.8%	14.0%	16.4%	15.9%	12.5%	14.3%	15.2%
	4	35.3%	32.4%	39.0%	37.6%	37.3%	31.8%	45.8%	35.7%	36.4%
	5	33.3%	27.9%	36.6%	30.1%	29.9%	36.4%	20.8%	28.6%	32.1%
	SA	3.9%	16.2%	8.5%	12.9%	10.2%	11.4%	20.8%	14.3%	10.9%
Decreasing class size	SD	3.9%	1.5%	1.2%	0.0%	2.3%	0.0%	0.0%	0.0%	1.3%
	2	5.9%	5.9%	1.2%	9.7%	5.7%	11.4%	0.0%	7.1%	5.6%
Significant by location and size	3	33.3%	22.1%	19.8%	11.8%	25.6%	11.4%	16.7%	7.1%	20.6%
	4	29.4%	27.9%	30.9%	33.3%	30.7%	20.5%	37.5%	28.6%	30.9%
	5	21.6%	25.0%	33.3%	34.4%	27.8%	38.6%	33.3%	42.9%	29.2%
	SA	5.9%	17.6%	13.6%	10.8%	8.0%	18.2%	12.5%	14.3%	12.3%
Giving special recognition and/or special assignments to excellent teachers	SD	2.0%	1.5%	1.2%	2.2%	2.3%	2.3%	0.0%	0.0%	1.7%
	2	6.0%	6.0%	2.5%	3.3%	5.1%	4.5%	0.0%	0.0%	4.0%
	3	22.0%	17.9%	14.8%	21.7%	17.1%	27.3%	12.5%	15.4%	18.7%
Significant by size	4	26.0%	43.3%	32.1%	37.0%	38.3%	25.0%	41.7%	0.0%	35.5%
	5	38.0%	16.4%	39.5%	28.3%	28.0%	36.4%	33.3%	61.5%	30.1%
	SA	6.0%	14.9%	9.9%	7.6%	9.1%	4.5%	12.5%	23.1%	10.0%
Decreasing the paperwork & other administrative burden	SD	0.0%	1.5%	0.0%	1.1%	0.6%	0.0%	4.2%	0.0%	0.7%
	2	3.9%	4.5%	1.2%	2.2%	4.0%	2.3%	0.0%	0.0%	2.7%
	3	19.6%	10.4%	13.6%	16.1%	15.9%	20.5%	4.2%	15.4%	14.3%
	4	19.6%	25.4%	29.6%	22.6%	27.8%	22.7%	29.2%	23.1%	24.9%
	5	33.3%	32.8%	25.9%	31.2%	31.8%	29.5%	45.8%	15.4%	30.9%
	SA	23.5%	25.4%	29.6%	26.9%	19.9%	25.0%	16.7%	46.2%	26.6%
Providing more support for new teachers	SD	0.0%	0.0%	1.2%	0.0%	0.6%	0.0%	0.0%	0.0%	0.3%
	2	5.9%	5.9%	1.2%	5.4%	6.3%	2.3%	4.2%	0.0%	4.3%
Significant by size	3	19.6%	8.8%	9.9%	10.8%	13.1%	9.1%	4.2%	14.3%	11.6%
	4	25.5%	22.1%	25.9%	24.7%	29.0%	29.5%	12.5%	0.0%	24.9%
	5	35.3%	35.3%	37.0%	36.6%	33.5%	43.2%	45.8%	35.7%	36.5%
	SA	13.7%	27.9%	24.7%	22.6%	17.6%	15.9%	33.3%	50.0%	22.3%

Importance of Factor to Teacher Recruitment and Retention: Disaggregated Frequencies (Cont.)

		Quarter of State				District Size				Total
Factor	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Increasing parent involvement in schools	SD	4.0%	2.9%	1.2%	2.2%	2.3%	2.4%	4.2%	0.0%	2.3%
	2	8.0%	7.4%	4.9%	13.0%	11.3%	7.1%	8.3%	0.0%	8.3%
	3	24.0%	17.6%	16.0%	17.4%	21.5%	11.9%	16.7%	0.0%	18.0%
	4	38.0%	39.7%	43.2%	38.0%	36.7%	42.9%	37.5%	50.0%	39.0%
	5	20.0%	16.2%	25.9%	20.7%	20.9%	21.4%	25.0%	35.7%	22.0%
	SA	6.0%	16.2%	8.6%	8.7%	7.3%	14.3%	8.3%	14.3%	10.3%
Providing merit pay/alternate compensation incentives	SD	10.0%	6.0%	1.3%	3.3%	5.8%	2.4%	0.0%	7.7%	4.4%
	2	10.0%	7.5%	9.0%	13.3%	11.6%	9.5%	4.3%	0.0%	9.9%
	3	30.0%	16.4%	16.7%	10.0%	20.8%	16.7%	13.0%	0.0%	16.7%
Significant by location	4	26.0%	26.9%	30.8%	38.9%	27.7%	42.9%	34.8%	46.2%	32.0%
	5	16.0%	31.3%	29.5%	23.3%	24.3%	21.4%	30.4%	23.1%	25.9%
	SA	8.0%	11.9%	12.8%	11.1%	9.8%	7.1%	17.4%	23.1%	11.2%
Improving opportunities for professional development	SD	3.9%	0.0%	1.2%	0.0%	1.7%	0.0%	0.0%	0.0%	1.0%
	2	2.0%	4.4%	3.7%	2.2%	2.8%	4.5%	0.0%	14.3%	3.0%
	3	15.7%	14.7%	8.6%	9.7%	16.5%	4.5%	4.2%	0.0%	11.6%
Significant by size	4	29.4%	35.3%	38.3%	29.0%	34.7%	34.1%	37.5%	14.3%	32.9%
	5	39.2%	33.8%	35.8%	48.4%	36.4%	47.7%	37.5%	42.9%	40.2%
	SA	9.8%	11.8%	12.3%	10.8%	8.0%	9.1%	20.8%	28.6%	11.3%
Providing tuition reimbursement for courses needed for certification	SD	0.0%	6.1%	1.2%	0.0%	2.9%	0.0%	0.0%	0.0%	1.7%
	2	5.9%	6.1%	2.5%	2.2%	4.0%	2.3%	4.2%	15.4%	4.0%
	3	9.8%	7.6%	12.3%	8.6%	10.9%	15.9%	4.2%	0.0%	9.4%
	4	19.6%	25.8%	29.6%	29.0%	25.7%	38.6%	33.3%	15.4%	27.8%
	5	47.1%	33.3%	39.5%	37.6%	38.9%	31.8%	29.2%	30.8%	37.8%
	SA	17.6%	21.2%	14.8%	22.6%	17.7%	11.4%	29.2%	38.5%	19.4%
Allowing teachers more time to learn together	SD	0.0%	3.0%	1.2%	1.1%	2.3%	0.0%	0.0%	0.0%	1.3%
	2	5.9%	1.5%	3.7%	1.1%	3.4%	4.5%	0.0%	0.0%	2.7%
Significant by size	3	7.8%	7.5%	9.9%	14.0%	11.4%	9.1%	16.7%	7.7%	10.0%
	4	31.4%	29.9%	28.4%	25.8%	31.3%	34.1%	12.5%	23.1%	28.1%
	5	41.2%	37.3%	44.4%	35.5%	39.8%	38.6%	37.5%	23.1%	38.8%
	SA	13.7%	20.9%	12.3%	22.6%	11.9%	13.6%	33.3%	46.2%	19.1%

Importance of Factor to Teacher Recruitment and Retention: Disaggregated Frequencies (Cont)

		Quarter of State				District Size				Total
Factor	**Rating**	**Northwest**	**Southwest**	**Northeast**	**Southeast**	**<1,000**	**1000-2000**	**2001-5000**	**>5,000**	
Providing signing/longevity bonuses	SD	2.0%	7.7%	3.8%	1.1%	4.1%	0.0%	4.3%	7.7%	3.5%
	2	8.0%	3.1%	2.5%	5.7%	4.7%	4.9%	4.3%	7.7%	4.5%
Significant by location	3	22.0%	16.9%	13.9%	10.3%	18.2%	14.6%	8.7%	7.7%	14.5%
	4	26.0%	30.8%	22.8%	25.3%	24.1%	29.3%	30.4%	30.8%	26.3%
	5	28.0%	27.7%	40.5%	28.7%	32.9%	36.6%	17.4%	7.7%	31.1%
	SA	14.0%	13.8%	16.5%	28.7%	15.9%	14.6%	34.8%	38.5%	20.1%
Providing financial incentives to individuals who	SD	0.0%	4.5%	1.3%	4.4%	3.5%	2.3%	0.0%	7.7%	2.7%
agree to teach in high need areas	2	9.8%	6.0%	5.2%	3.3%	5.2%	7.0%	4.3%	7.7%	5.8%
	3	7.8%	11.9%	5.2%	14.3%	13.4%	2.3%	8.7%	7.7%	9.9%
	4	13.7%	20.9%	26.0%	23.1%	21.5%	30.2%	21.7%	15.4%	22.1%
	5	41.2%	31.3%	31.2%	24.2%	32.0%	30.2%	13.0%	23.1%	31.0%
	SA	27.5%	25.4%	31.2%	30.8%	24.4%	27.9%	52.2%	38.5%	28.6%
Providing a stipend to teachers who achieve	SD	3.8%	12.1%	2.7%	6.8%	7.1%	7.3%	4.3%	7.7%	6.6%
National Board Certification	2	13.5%	15.2%	9.5%	5.7%	12.4%	12.2%	4.3%	0.0%	10.5%
	3	19.2%	18.2%	14.9%	21.6%	19.5%	19.5%	8.7%	7.7%	18.1%
Significant by location and size	4	17.3%	27.3%	25.7%	22.7%	20.1%	29.3%	21.7%	30.8%	24.0%
	5	30.8%	13.6%	20.3%	21.6%	23.7%	12.2%	21.7%	7.7%	20.9%
	SA	15.4%	13.6%	27.0%	21.6%	17.2%	19.5%	39.1%	46.2%	19.9%

Factor Means	**N**	**Mean**
Providing better fringe benefits	303	5.5
Providing higher salaries	301	5.5
Decreasing the paperwork & other administrative burden	301	4.6
Providing more support for new teachers	301	4.6
Providing financial incentives to individuals who agree to teach in high need area	294	4.6
Allowing teachers more time to learn together	299	4.6
Providing tuition reimbursement for courses needed for certification	299	4.5
Improving opportunities for professional advancement	300	4.5
Improving opportunities for professional development	301	4.4
Providing signing/longevity bonuses	289	4.4
Dealing more effectively with student discipline	301	4.3
Providing better resources & materials for classroom use	302	4.3
Decreasing class size	301	4.2
Giving special recognition and/or special assignments to excellent teachers	299	4.2
Providing a stipend to teachers who achieve National Board Certification	287	4.0
Increasing parent involvement in schools	300	4.0
Providing merit pay/alternate compensation incentives	294	4.0
Giving teachers more authority in the school/classroom	299	3.9

APPENDIX B

RESPONDENT COMMENTS

What else is important to know about teacher recruitment and retention?

Adequate facilities. Respect from community that education is important.
Teacher recruitment is predominantly about money and respect. Teaching is considered a second-class occupation by our current society. Often the respect a profession receives depends on the earnings potential associated with that profession. Students glean from society and unfortunately all to often their parents that teachers do not deserve respect. Students also know how underpaid teachers are. They see how little respect the teachers are shown by their peers and parents. Because of this few students are willing to enter the teaching profession. Few parents encourage their children to become teachers because they know how hard it is to eke out an existence on a teacher's income. When teacher salaries become competitive with other professional occupations more of our best and brightest will choose education as their field. As more of our best and brightest become teachers the profession will gain respect. Teaching is among the most challenging occupations that exist today. Teaching is the profession that makes all other professions possible. Teaching is the most important job in the world because it directly impacts our country's two most precious resources, our children and our future. "Pay teachers a professional salary. When this is done recruitment and retention will no longer be serious concerns, primarily because the higher salaries will attract more quality people to the field. People who want to teach will be able to teach. No longer will potential teachers be forced to choose other occupations so they can financially support their families or life style. Tenure laws also need to be revised/eliminated so we can clear the ineffective staff. Doing a quality job is all the tenure that is needed.
We have many of the items listed - we are just small and isolated. We have to hire teachers who are uncertified to fill the gaps in library, music, and wood shop. All are actively seeking courses to become certified.
Teacher contracts should be for 11 or 12 months, with some vacation time provided. Pay, of course, must be proportionately increased. Teachers need time to work on curriculum, do collaborative planning, study assessment results, etc. and be paid for that time. Until they are paid like professionals, we will be fighting an uphill battle in terms of recruitment and retention. Finally, we need to develop a public relations program to attract high school and college students into education as a career.
Teaching must be recognized as a professional career, with wages and benefits worthy of a professional. Teachers are realizing time required is no equal to the financial reward. There are greener pastures available, both financially and stress level, and teachers are moving to these greener pastures (Quik Trip Managers = $48K + benefits).
I firmly believe it evolves around the four areas I've identified: 1. higher salaries; 2. fringe benefits (health insurance); 3. discipline support (community and courts); 4. reduction of paperwork.
Affordable health insurance is a must! The guy holding the "stop-slow" sign for KDOT has better and more affordable insurance than my teachers and staff. We can NO LONGER do more with less. We are losing our best and brightest to vo-tech schools rather than schools of education because of: (1) higher pay; (2) better benefits; and (3) less time training to get both 1 and 2.

Colleges must do a better job of preparing our future teachers. Many school improvement strategies are not being taught to future teachers.
Small rural schools need more flexibility in the area of teacher endorsements, as their staffs in general need to be able to teach more than one subject area. The increased number of hours needed to be endorsed in an area makes it difficult to find teachers with multiple endorsements. Our district will more than likely lose two staff members next year because they can double their pay by going to work in the private sector. Both want to stay in education but when they look at the cost of college for their own children, the money looks too good. We need to look at incentives for people to stay in education (reduction in college fees for educator's families, housing allowances, tax credits. etc.).
In all of my work within this area, once and again, I discover the real issue is geography. Unless we were the top paying district in the state, I really don't know what would motivate Kansans from east of Dodge and north of Garden City to take a look at us.
The problem is here, it's real, and it's serious. Although we were able to fill all of our openings, we had very few qualified applicants and consider ourselves lucky. We do not feel that we have the best possible candidates in a couple of situations.
As enrollment declines, teacher raises are being paid from reduction in force. Teachers are playing one district against another by "shopping around" in "high need" areas.
Salaries and benefits!
In order to attract quality people into the field of education at the university, it will require higher salaries. This will require changes in the state funding.
All teachers need: A. more money; B. better health benefits.
Recruitment - less university recruiting fairs - more unified (several universities together) recruiting fairs in central locations. Retention - Statewide statute - w/teeth - that severely penalizes teachers for leaving districts after June 1. AND penalties/fines for districts that recruit teachers "under contract" after June 1.
I feel the #1 problem is fringe benefits. Health insurance is now, and will be a major problem for hiring and keeping employees. We MUST come up with a way to provide health insurance to employees. Districts cannot pay for this.
The state needs to become more flexible when assigning certification status, i.e., biology endorsement should be able to teach biophysics, chemistry, etc.
Kansas schools cannot economically compete with other areas in the private sector to attract a plentiful supply of teachers.
Teachers want to work in a professional environment where they are treated with respect. It is also very important that they receive a good salary and health insurance benefits as well as other fringes such as salary protection, dental and vision. These are important issues that can distract and lure excellent people into the private business. We cannot compete year in and year out for our best and brightest -- we need help with finances to continue the outstanding education that we are capable of giving our future -- our children!
We will have a number of teachers eligible for 85 points in the next six years (about 1/3 of the staff). Most plan to take advantage of the 85 points AND would probably continue teaching in here if they could double dip in the district so: 1. Eliminate the $15,000 limit for those retiring to work in the USD for which they retired; 2. Eliminate the 30-day waiting period for those taking another KPERS position.

1. Starting salary needs increases across the state; 2. Group health insurance - one rate for all educators; 3. Less paperwork.
Until we can compete with industry on salaries…we face the teacher shortage. We are losing experienced teachers to better paying jobs in industry. We need a state legislature, or state leader, that will support public education and not the right wing agenda.
There needs to be less hoops to go through for those with degrees to be able to enter the teaching profession. State health plan must be affordable for all districts. The initial cost is prohibitive under the current financial crunch.
Each year it becomes more difficult to find quality candidates for specialty areas such as counselors, librarians and foreign languages. Because of the shortage of candidates in most all areas we have gone to fall recruiting sessions or tracking candidates during their junior year of college. Recruiting has become much more competitive and an increasing area of concerns for all districts. Somehow, there needs to be more of an incentive for entering the field of education, and similar to public industry, it would appear that higher salaries and better benefits are essential.
The bottom line is that we cannot compete with the private sector for salaries to attract the brightest students into education.
Specific areas are difficult, math, science, etc. Western Kansas is a difficult draw for good young teachers.
We live in a rural setting. It's hard to recruit students to come west. Candidates from KU, KSU and Emporia tend not to come our way. We recruit western Kansas and Nebraska.
* Incentives for teaching in rural schools. * Availability of "distance learning" graduate courses in administration or additional endorsement areas.
Teacher recruitment is tough in the small rural areas. Our best bet is to locate teachers who grew up in the rural areas and want to relocate back to the small towns. Obviously with the shortage of teachers, this is getting harder to do.
Job security which we don't have because the lack of funds and students. I feel this hurt us because we don't know how long we can stay open. This past year we have closed our middle school and high school. The reason people wanted to send their child or children to a school that will still be in service when they graduate from high school. Teachers are afraid to come to a school system like this for the reasons stated above. After we show them our high test scores and low crime rate they still want job security. Kansas doesn't care about the schools in Kansas enough to take care of the most valuable merchandise in the world, "OUR CHILDREN."
The dates teachers have to notify us for renewal are too late. That forces us into the summer when colleges are out of session.
The most important factor is a solid fringe benefit package. Would include full and adequate medical coverage. Salaries could be less if fringe package was better. At this time salaries and fringe benefits must be improved or it will be a matter of time before this situation becomes extremely critical. This district was fortunate to find good teachers among very few candidates that applied.

Not too many years ago, the teaching profession was one that was held in high esteem by the community. But, thanks to the media and our current Kansas legislators, that is no longer the case. Educators feel like they are spit on at every turn - lawmakers, media, parents, etc. Why would young persons wish to subject themselves to this abuse? I am concerned about my own integrity in this matter - but it becomes extremely frustrating when, year after year, the Kansas legislature tells us we can keep doing our job, but you have to do it with less money; or the media continues to report only the "bad" educational experiences. I challenge you to open up <u>any</u> paper today and for every positive educational article - if any!! - there will be 2 or more negative ones. Think about what we are doing to the future of Kansas when this abuse of the educational system is allowed to continue.
Professional status; community support; parent/student respect.
The number of applicants for position: need some way to attract applicants in rural areas. Fringe benefits.
This area not only applies to certified, but to non-certified as well - example: I do not have all the para support I need for a visually impaired student!
I have been in education 37 years -- 34 of them in the same district, the last 25 as superintendent. Because no one else seems to be willing to openly say it, I must say that the main reasons given to me by those leaving education (retirement or otherwise) and by those not wanting to enter education are QPA and the Kansas Assessments. To be sure, we have done all right in their school improvement efforts (QPA) and have scored well on most of the Kansas Assessments. But almost all of our teachers do not believe in the effectiveness of the QPA process and do not believe in the reliability/validity of the Kansas Assessments; their frustration with these processes motivates them to leave when they can. If this frustration is widespread among teachers (and I believe that it is), then it is also becoming a deterrent to others considering education as a career.
Salaries have to go up and be competitive with private sector. We are at least $5,000 behind the private sector in starting salaries.
We need to give teachers more support from the state level. The legislature in Kansas has very little respect for Kansas children. Until they show more interest in education, we are going to continually lose good teachers.
Salary, salary, salary; benefits; an appreciation and support structure from parents and community leadership!!
More paper work, more ambiguity as it relates to QPA and whether teachers and schools are doing a good job add up to more discontent among teachers.
Many surveys indicate that salary and benefits are not most important but they are partially wrong. Many excellent candidates never enter the field because of the low pay and lack of benefits. In our society, pay and benefits are signs of societal respect.
We are doing a lot of speculating as to "why" the quality of teacher candidates is not what it used to be. More concrete data is needed to help us "turn the tide." Too many districts are being forced to hire people that they would not have hired five or six years ago. The process for selecting people is now focused on "getting someone hired" before there is no one left to hire.
Funds to pay them - 12 month contract.
We must pay better salaries to our teachers. We need flexibility to pay some teachers for a minimum contract length and pay others more to work more, i.e., summer curriculum work. etc.
We had two openings. We filled both with emerging subs -- one of these was a retired teacher.

To be perfectly honest, the qualities which comprise a good teacher will never change. And, for the most part, teachers are "born," not "created." To be an excellent educator one must inherently possess an outgoing, highly extroverted personality. Today's educators must compete with a hedonistic society, an entertainment-oriented world. This, in itself, is a significant challenge. OBE and the endless accumulation of paperwork, actually takes away teacher/student contact time, teacher classroom preparation time, and the desire to be an educator in the genesis years of the 21st century. Many components of QPA are good, including faculty planning sessions, new didactic strategies, the recycling of old pedagogies, the "dusting off" and renaming of classroom instructional paradigms, what-have-you. However, from Dr. Socrates to Dr. Tompkins, the "horses" which comprise quality education have not changed; they've always existed (as horses) in their current form. We do, however, keep moving the pastures and redesigning the corrals. Perhaps it's time to return to these basics, and once again, trust the knowledge and inherent abilities of those who want to invest their time in Kansas' students, and not the propagation of endless paperwork.
The absolute, number one issue is compensation. We will continue to lose the best and brightest to industry unless there is more emphasis on salary and benefits. How about more scholarship opportunities for math and science teachers with an agreement to teach for a set number of years. The universities need to train teachers better. We have too many beginning teachers who are not current with researched, pedagogical practices.
Anything that is done to improve the professional standing and respect for education helps. Messages given to young people who would make good teachers but who are told "you are good in math and science, you should be a doctor" hurts the profession. When I hear a teacher say "I am first a teacher," I am sad at the lack of respect that teacher has for what they do. All items mentioned in the survey help.
In a small rural community, the teachers we hire usually have some kind of tie to the community (ex.: farmer or family); those we hire usually don't completely qualify to teach, so we need some kind of alternative certification program offered by the nearest school of higher education.
The development of better boards of education would be extremely helpful. Teaching staff do not receive the needed support from many boards when trying to do what's best for kids.
The critical element in teacher recruitment is searching early. Where we have had time to advertise and search in early spring, we have done OK in most areas. We need to do a better job of retaining our new teachers. The mentor program is a good first step.
Math, science, and industrial technology teachers are going to be even more scarce in the future unless pay becomes comparable to what employers such as Sprint, Southwestern Bell and other industrial employers are paying. Double or even higher beginning pay talks pretty loud and many teachers in these areas and others are leaving teaching for higher pay. We lost two for this reason this past year. One teacher doubled his salary and works less hours with more flexibility. Mentoring programs will not cure these problems!
Better salary, affordable health insurance and recognition. Good start.
Access to the KSDE Educational Employment Board applicants. This has been a great resource.
We don't have a vacancy in language, but we are very dissatisfied with the number of applicants we had for the position and the quality level of the applicants. The best teachers are being drawn away from schools!
We received very few applicants for our vacancies, but the qualities of those we interviewed were very good! We doubled the dollars in our LOB to improve our benefits (health insurance primarily).

Being close to Johnson County, it is difficult to compete with signing bonuses.
We are a very small school. We have 2 teachers who teach classes that they are not certified to teach. However, they are very qualified. For example, we have a teacher for 6-12 technology who has many, many tech hours. 9-12, he was told he would have to take the secondary block - a total of 36 or more hours. Certification should have common sense, too. Needs more flexibility. Obviously, salaries are a concern.
Changing the law relating to limits on earned income for KPERS retired teachers would help retention. When a teacher doesn't want to teach full-time but would like to coach and can only make $15,000 in the district of retirement, it is impossible to make this work. Keeping coaches and sponsors is as difficult as finding teachers. Declining enrollment and declining dollars do not mean there are declining needs of programs to be offered to high school students in rural areas. This year we had more qualified candidates for openings than last year. Amazingly, this is the first year in three years that the candidate of our first choice accepted job offers in difficult areas to fill, like math and science.
I suspect that about the only secondary teaching areas that are not or that will not soon be experiencing shortages, are Social Studies and P.E. The next 5-10 years are only going to create more shortages as the 50+ age group retires. We have got to pay more and offer a good health insurance plan. Out-of-state hiring and offering signing bonuses are difficult to counter. I am afraid that competition for some positions is going to get downright ugly. It isn't a pretty picture.
Salaries need to be increased along with paid health insurance. Budgets must be improved or quality of resources will continue to decline. We need help now!
1. Lack of health insurance is a big factor in many districts. It is with us. 2. Higher academic standards to get into teacher ed, yet salaries and benefits not keeping up; lots more accountability - is there any surprise we are starting to have a shortage? - and a lower quality of instructor? 3. A small district like ours with declining enrollment is slowly being starved to death financially. 4. The emotional beating educators are taking from legislators talking about "government" schools and expecting more while berating public schools and employees is starting to take a toll as well.
Flexibility from KSDE on certifying out-of-state candidates. Opportunity for special ed teachers to certify with a bachelor's.
Don't adopt and legislate a bunch of things for new and beginning teachers and forget about the veterans.
Competition for quality candidates is more of an intrastate problem than an interstate problem. The legislature has either got to provide incentives (cash awards, loan discounts, etc.) for teachers in small town/rural areas or disincentives (better equalization of finance formula regarding LOB and assessed valuation) to high wealth districts. Each year most of our "new money" goes to salaries and benefits. It's the same with the affluent districts. They put most of their "new money" into salaries and benefits, also. If we continue the present system, the small town/rural districts will just fall farther behind the high wealth districts.
It needs immediate attention. The crisis is here in math and science, and a few other areas are not far behind. We also need to encourage the plethora of elementary education majors to consider at least minoring in a second field to receive a viable endorsement. It would help them get jobs and reduce the shortage in other areas. Two years ago we had 80 applicants for a first grade job. For most high school positions, we were lucky to have 5 to 7 applicants.

Teachers need to feel appreciated and supported. The community should support teachers by attending conferences, activities and programs. Talk to them. Make them feel part of the community.
Act quickly!
It's not that the pool of teachers is poor - it is that the pool is shallow. There are not enough graduates in some key areas - vocational, music, etc.
Housing in the area for a reasonable price. Sometimes in the smaller districts there is no housing.
▪ Less to choose from at College Career Fairs ▪ Need a state supported Loan Forgiveness program for high need areas like math, science, special ed and foreign language ▪ Lost several people to the business sector - better pay
A respectful attitude in the community toward teachers/schools.
Again -- health insurance for employees and family -- by far the #1 issue!
This district hired a total of 10 people out of a possible 34 certified staff. The bulk we hired to fill retirement or following spouse to another job. The distance and time spent on search for qualified applicants was increased considerably. The number of qualified, let alone quality, applicants has decreased considerably in the last five years. And the outlook for this year in searching for quality applicants looks grim.
You have to be supported in the first three years of teaching. This means not only being provided the resources necessary to do the job but the professional and personal support as well. Gone are the days when new teachers were given a plan book, a calendar, keys to their room, and told to have a great life!
Good reputation of school is most important.
The more remote the location of the district, the more remote the chance of attracting and keeping quality. Less opportunity for spouses, etc.
Our five (5) openings do not indicate to you the ten to twelve staff reassignments that were made in order to have positions that we could fill. Some of this we use to give staff members the opportunity for change and growth professionally. The administrators are bone tired…from working the puzzle. Very few want to go into administration!
Higher salary is only one factor in teacher hiring or replacement. Health insurance is also a factor but we find that our new young staff can receive single plan from BC/BS cheaper than our group plan even with our fringe. One of the things we do think is important is the ability of the superintendent to sell the district to new staff. But to be positive on the district the superintendent must believe in the system. The ton of paper work and financial concerns that affect the superintendent also affect his or her ability to sell the district. Making things easier at all levels will prove a benefit to all. The issue of control in the classroom also seems to play a role. If the teachers feel they will have support they will be more likely to come to a new district. Classroom support means principal support and community support. One of the areas where the state could help would be enforcement of attendance requirements. It is hard to teach when you can't even get the kids to school. As a teacher I did not feel in control when students just came and went with little concern with attendance. State laws that allow students to just quit school to go to a "home school" plays into this thinking that school is not important.

We must change the system of paying strictly on length of service. Everything we are doing to improve our schools is based on performance except the most critical factor of all, teacher performance. When a teacher is paid based on how his or her students perform, we will be able to pay the good ones what they are worth which will motivate more results-based youngsters to enter our profession. When the system is based on "one-size-fits-all" pay, you will continue to get teachers that are comfortable with being average. In my opinion, this is the critical issue in education reform.
Salaries are number 1. Not far behind would be working conditions. We try hard to keep paperwork at a minimum. We also strive to provide as low pressure an environment as we can. Teaching isn't "fun" anymore - like it was as recently as 10 years ago. (Much of it revolves around the fact that teachers are working longer and harder than ever, yet our pathetic legislature shows no appreciation.) Why would someone, unless his or her parents are educators, want to come into our profession?
"It takes a whole village to educate a child." It takes a total community effort to attract and retain quality teachers.
Housing, health insurance, salary, class size, extracurricular activities, fine arts, distance from district.
We need greater flexibility with the licensed procedures -- need no restriction on the rehiring of retired teacher. Need a statewide health insurance plan for all school employees.
We were lucky. All of our staff came back.
There must be an added incentive for teachers to work with special education assignments. The extracurricular program (demanded by communities) harms teaching and learning. The external demands by the state and federal governments produce burdens and paperwork far beyond reasonable expectations considering teacher compensation.
It appears that all areas of secondary education and specialty areas are becoming more and more difficult to find. When a student out of college can make almost double a teacher's salary, it is hard to convince the teacher to remain in education.
In small town Kansas, it's all about salaries and benefits.
We are in a bind between raising certification standards and finding suitable applicants in sufficient numbers to fill vacancies. There is no surplus in any area in our district. Many of the teachers we find to fill our extremely hard to fill positions do not have the qualifications we would prefer. Sometimes we have to decide if not filling a position is less problematic than hiring a poorly/minimally qualified teacher. When private industry offers beginning salaries of $40,000-$50,000, it is hard to draw the brightest and best into the profession, even if they have been trained as teachers. I appreciate state level efforts to address these issues. We cannot do it alone on the local level. Eliminate as many "hoops" as possible.
So long as those “trained” to be teachers can make considerably more money and have better benefits, those who could be really successful as teachers will continue working in the private sector.
Increase salary, benefits, staff development/time to work on school improvement and student days (to deliver standards).
The development and maintenance of an enjoyable, quality and supportive learning community within the school environment. This community includes the development of a team concept and cooperative-collaborative efforts among staff. A vision of quality efforts that include progressive thinking and cutting edge technology.

* Other states are recruiting Kansas teachers and offering much higher salary and fringe packets. * Many states are providing signing bonuses, providing low interest loans, paying moving expenses and many other options. * The funding provided for education in Kansas is not adequate, very low compared to surrounding states, and is causing Kansas to lose the best and brightest of new and experience teachers.
There are not any out there. We are competing with many school districts outside of the state including Texas, Colorado and Nevada that offer better starting salaries, fringe benefits and retirement plans.
Location, location, location, during a time of national teacher shortage, location in rural southwest Kansas is a definite disadvantage. Preconceived opinions and/or perceptions by college staff and other school district recruiters, that are shared with teacher candidates can be very difficult to overcome.
The quality of teaching and the length of he school year need to be improved. More of the same quality teaching is not sufficient. Improvements to salary should come from improved quality/results and increased number of days taught. I believe that the public would understand better pay for more and better teaching. The current comparisons made between teachers and other professionals with similar degrees are nearly equivalent when teachers work from 180 days with students to 230 days or more.
Better (higher) salaries and fewer parents!
Recruitment and retention of teachers will improve only when the community in general holds the teaching profession in high esteem.
We need to promote education so more will be willing to be trained as educators as well as treating them like professionals and compensating them adequately.
We had two openings this year due to retirement. Of the 35 applicants, only 2 were going to be first year teachers. These were elementary positions; we should have had many more first year applicants. Other applicants were retired or coming out of private schools. We hired two excellent teachers who had been riffed. Otherwise our applicant pool was pretty sad. We are beginning to hurt badly. If something isn't done soon, retirement for this superintendent can't come too soon.
Be truthful - share the good news about your community - pledge support and cooperation to teachers. Have and maintain high but reasonable expectations for teachers, students and keep open communication between school, home, et al.
If there really is a teacher shortage, then more effort needs to be done to attract retirees from neighboring states. Two of our hardest to hire areas were filled by retirees from Oklahoma.
Each year it becomes more difficult to fill teaching positions. This year we completed our staff on the 2nd day of school. Our substitute list is about 1/4 of what it used to be even though we have an increased demand for subs.
Treating teachers like professionals by compensating them for additional assignments like committee work is important.
The legislature really needs to address the inadequate funding of our school systems. Being proactive with funding is much needed and would be immensely more beneficial than reactive funding, i.e., comparison of education vs. detention centers/prisons).
Today's applicant was A) How much are you going to pay? B) Where is your (district) located? C) What type of social activities do you have?

Today's applicant knows that there is a shortage of teachers -- and they are not just satisfied to have a position -- they want one that meets their needs/wants. School/education has changed a great deal in the past 10-15-20-30 years!!
We must do something about the difficulty of getting a Kansas certificate for certified teachers from other states. Look at Missouri's "Authorization to Hire" process.
Need to be an active recruiter.
Incentive that includes pay and other forms of compensation are attractive but probably do not contribute much to longevity or length of tenure. Pay and compensation is typically something people can be unhappy about. People are very seldom happy about what they're being paid.
The legislature's actions the past few years have made it clear that some of them do not value teachers.
Location.
It's all about salaries and work environment.
Is it possible…. that since teacher wages are getting better -- we see more movement? The wage earner is no longer the spouse working outside the school system. In rural Kansas a "farmer" marries a "teacher" and she stays for "life"! Today we have less farmers/family farms - thus - less teachers. Higher wages bring in interested applicants. Higher wages (still) at other schools attract teachers elsewhere. The true "staying power" in rural Kansas was that the teacher was "married to the area." Money will not replace such lasting ties!
Applicants for secondary positions are non existent. Those that do show up are of poor quality.
1. The state should look at raising or completely eliminating the $15,000 maximum on retired teachers/administrators in the same district. 2. Teacher preparation programs - BS or BA degree in a discipline and then pedagogy process training. 3. Alternative certification programs at all regent schools such as the one at Wichita State University (Dr. Bob Lane). 4. Severely limiting or doing away with tenure for teachers (recruit the best and keep the best). 5. Imbalance between number of elementary candidates and specialized secondary and special education candidates. 6. Cut back/limit the bureaucracy (over my 40 years as teacher/coach/administrator, this has run off a lot of good people). 7. Funding for year around positions. 8. Bargaining should be cooperative (IBB) between teachers, BOE's and administrators (partnership and prob. solution mode).
Emphasis on hard to fill positions. Minority recruitment - eliminate barriers.
We may be able to locate teachers on waivers, but risk not providing "appropriate" special education services as we use this approach.
One-hundred eighty-nine (189) day calendar is no longer appropriate for teaching and learning. More time is needed to collaborate, analyze data, plan, and receive professional development. Time takes money!
The National Board of Certification does not guarantee a 'quality' staff member and is overrated as a recruitment tool (in my opinion).
We need to remove the cap on experience so experienced teachers who want to come here can.
We need to make sure the work conditions are reasonable. Teachers trying to serve students in multiple models, with too many students and with inadequate plan time and/or time to develop or write IEPs will never stay in the profession.

There are too few college students majoring in education, especially special education. Low starting salaries are a disincentive to these young people. There are already way too many teachers teaching on waivers. I don't anticipate supply and demand improving, especially with so many teachers looking to retire within the next 4-5 years. I don't have anyone applying for positions anymore. Our system will break if new people don't find enough reasons to pursue a career in education.
Retention is a greater issue - teachers leave the area and the work. Money has to be a very large part of the problem. Less "teacher of the month" deals - more cash.
The quantity and quality of potential teacher applicants is declining sometimes dramatically. How can we expect higher standards to be reached when the teaching ranks are declining?
Most of the positions we filled for the current year were with staff who had a waiver or a provisional certificate.
It must be continual and ongoing through the year to "track" or keep contact with potential candidates for 2 to 3 years prior to graduation.
Special education teachers need to feel respect, rather than alienation from their regular education peers.
KEEB as a resource. Teachers need to be valued as important professionals and paid as such!
Media needs to be more supportive of profession and quality of education.
The State needs to become proactive in solving the problems of too few speech/ language clinicians available for school. Some alternative needs to be found other than a required master's degree program for staff to fulfill speech/language positions.
Teachers need to know that we value the job they do. One way to show what we value is to put money there. It is extremely sad that a job that is critical to the well being of our children and our nation is given so little financial support!!
Many factors need to be considered - providing higher pay without time to meet, reflect and professionally grow will not solve this problem. Nor will any of the other factors in isolation from one another. Legislators should be going into classrooms and observing firsthand the challenges faced by teachers.
Further empowering teachers by including them in organization level decision making. Moving special education away from a focus on procedures, policies, due process, rules, regulations paperwork to a focus on instruction and student growth. Provide enhanced teacher preparation programs in our university system with incentives to attract special educators.