

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #65 (2007-2008)

October 8, 2007

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: 2007-2008 CERTIFICATED RECRUITMENT REPORT

ASD GOAL: Establish and maintain a supportive and effective learning environment by continuing to retain, recruit and train highly qualified staff with an emphasis on improving staff diversity to better reflect our student body.

PERTINENT FACTS:

During the 2006-2007 school year, the Human Resources Certificated Recruitment Team collaboratively developed and implemented a Certificated Teacher Recruitment Plan to address staffing needs for the 2007-2008 school year. I approved the plan in November 2006 and directed the Dr. Robb Boyer, Director of Staffing and Recruitment, to prepare an Accountability Report to be shared with me in October of 2007.

As identified in the recruitment plan, we recruit teachers to increase the applicant pool, fill positions for mandated services, diversify the work force, and because we are in a competitive teacher hiring market. The success of the plan is largely based on the ability of the district to accomplish those tasks.

Attached is a copy of the 2007-2008 Certificated Recruitment Accountability Report. The report shares new hire data, "pooled" applicant information, a trip-by trip analysis of the recruitment trips, general recruiting observations, evaluation of goal attainment, and recommendations for the 2008-2009 recruitment plan.

CC/ET/RB

Attachment

Prepared by: Robb Boyer, Director of Staffing and Recruitment

Approved by: Eric Tollefsen, Executive Director, Human Resources



*Recruitment Plan
Accountability Report for the
2007-2008 School Year*

Prepared by...
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Director of Staffing and Recruitment

October 8, 2007

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National Teacher Recruitment Trends and Observations

From a national perspective there appear to be significant challenges, with regard to the recruitment of teachers and principals. The following points seem to indicate we have a shortage of teachers across the nation.

- On a national level “40-50% of new teachers leave the profession within their first five years.” (Ingersoll & Kralik, 2004)
- We have an aging workforce.
- We have increasing student enrollment.
 - In 2000 a record 53 million students entered public and private K-12 classrooms.
- We have increased efforts to decrease student-teacher ratios (which increases the need for teachers).
 - Half the states have class size reduction policies in place.
- Shortages are especially acute in high need areas:
 - Special education
 - Mathematics
 - Science
 - Bilingual
 - Technology
 - Specific career tech fields
- We have increased qualification requirements as (Federal) No Child Left Behind (NCLB) Federal requirements have become more strictly enforced and closely monitored.
- State Licensure to accommodate those requirements, plus individual state initiatives to increase the quality of the teacher workforce, have made recruitment more and more difficult.
- There has been Federal pressure on states and districts to try and ensure that their low performing districts and schools are staffed with (either or both) highly qualified and highly effective teachers. The effort has been to assure that highly qualified teachers are not assigned *only* to high performing or high socio-economic sites. National trends seem to indicate that low performing schools currently get the least prepared and qualified, and that the best qualified teachers are more likely to be able to pick and choose their location.
- Degree seeking education students who start in that field don’t necessarily enter the profession.
 - Approximately 40% of education graduates either don’t pursue a teaching career, or fail to get hired as teachers.
- Due to the shortage on a national level, districts are often forced to hire unqualified teachers for their positions.
 - More than 10% of California teachers currently work on an emergency certificate.
 - In 2004 16% of the teachers working in California low socio-economic schools had not completed a certification program.

- Although the use of unqualified teachers is especially true for hard-to-fill positions, in some parts of the country it may apply to basic teaching positions.

Summary of the Issues

The double challenge facing the nation appears to be the need to increase the number of candidates, while simultaneously increasing the quality of applicants!

I have used words like “seem” and “appears” in previous statements because a number of research studies indicate that the culprit is not an overall shortage, but is rather created by two issues:

- An inadequate distribution by preparation area and desired location to work, and
- The impact of retention.

An ISER study conducted by Hill & Hirshberg (2006) pointed out; the problem is not an overall shortage of teachers, but rather a “lopsided distribution of educators, both in terms of geographic location of available teachers and the numbers trained in a particular field.” They go on to confirm that the real “culprit” is “teacher turnover.” Those statements appear to be based upon their analysis of the data of Alaskan data and a review of the national literature.

Retention on a National Level

A number of studies indicate that the following areas have a great deal of impact, both positively and negatively, on teacher turnover:

- Working conditions
- Student characteristics
- Mentoring and professional development opportunities
- Salary levels
- Personal/family reasons
- Pursuit of “better” jobs
- Dissatisfaction with the profession

But the primary reasons cited by employees leaving the profession centered around:

- Poor salaries
- Poor administrative support
- Student discipline problems

Alaskan and ASD Teacher Recruitment Trends and Observations

Recruitment and Retention in Alaska and ASD

Attracting teachers in Alaska mirrors many – but not all – of the national trends.

- Our turnover rate of new-to-the-profession-teachers leaving the profession is similar or higher in rural Alaska.
- Our workforce is aging.
- We have an increasing student enrollment, although the ASD and other districts appear to have been impacted by online education, home schooling, and a relatively sound national economy in slowing that growth.
- We have strict NCLB requirements *and* very unique site situations (i.e., 3 teachers with 26 subject matters to be taught)
- We have high need area shortages that match the national shortages (and more)
 - The district also has identified high need areas, due to the plethora of world immersion programs that are unique to Anchorage.
- Although local districts have fought to lower student-teacher ratios and there has been legislative “talk,” there is no state directive at this time.
- We face the same tough issues of working to attract the best, while needing many.

The McDiarmid, et. al. (2002) study highlighted the uniqueness of recruiting in Rural Alaska.

- Remote locations make accessibility an issue.
- Housing availability and cost is a significant factor, along with basic living conditions (water, sewer).
- Isolation from “urban” amenities.
- Requirement to teach multiple subjects.
- Cultural differences with non-Native educators learning to work effectively within Native communities.

Recruitment and retention in Anchorage have similar issues of remoteness given that over 65% of our hires come from the lower 48 states and Alaska can be a “long way from home.” Likewise, available homes and property can be found for significantly less just 30 miles north. Given the 96 languages taught in the District, cultural issues must also be addressed and worked on by the ASD teacher.

- Almost two thirds of our teachers are recruited from a state other than Alaska, so our candidates must “choose” to come here.
- Rural Alaska is undoubtedly a “tough sell,” with the accessibility, housing, amenities, cultural, and NCLB issues.

- The salary differential, which helped to attract rural candidates in the past, is just that...a thing of the past
- Likewise, days of “moving from the bush to the road system” seem to be gone, as the movement is *within* the bush communities.
- Coupled with the issues discussed on previous pages, rural Alaskan communities have a more difficult time in hiring “highly qualified teachers,” largely due to the multiple subject issues.

The study conducted for DEED by Don McDiarmid, et. al. (2002) determined that rural Alaskan educators who left the profession *entirely* cited the following reason(s).

- Family/personal reasons (59%)
- Pursuing another career (50%)
- Dissatisfaction with job description and/or responsibilities (45%)
- Dissatisfaction with the community support of the school (37%)
- Only 21% cited pay
- 18% indicated health was a factor in their decision

The results from urban educators who left the profession were similar although health was a non-factor and inadequate pay was a slightly higher percentage.

ASD Assumptions Regarding Recruitment

The ASD has an even more significant mismatch between the location need and the supply of teachers produced than a district in the lower forty-eight might have. Therefore, we must recruit from areas outside of Alaska. We know that:

- We recruit to increase the applicant pool.
 - This allows us to have a better chance of finding the best possible candidates for the job.
- We recruit to provide mandated services.
 - This allows us the opportunity to fill all vacant positions.
- We recruit to diversify the work force, in accordance with Board goals.
 - This allows us to provide a larger more diversified pool of applicants for supervisors to interview from.
- We recruit because we are in a competitive market and need to increase our viability as an employer of choice.
- We know that local universities can only provide 25-40% of the necessary certificated teacher work force in any given year.
- We recognize that although the Anchorage School District is an incredible district to work for -- with a large number of working conditions and benefit advantages -- rural and smaller Alaskan Districts do have some competitive advantages working in their favor. These can be difficult for ASD to compete with (i.e., early staffing patterns, different wage/compensation packages that look more attractive, quicker decision-making processes, etc.).

Recruitment Resources

We know that we have finite resources to recruit with. The bulk of our resources for teacher recruitment come from Title II Recruitment and Retention Federal entitlement funds.

The Human Resources Department Operating Budget provides about \$45,000 for certificated teacher recruitment and Title II dollars represented about \$75,000 for the 06-07 Recruiting year.

In addition, Title II Recruitment and Retention funds pay for two administrative assistant positions to support teacher recruitment. The previous Recruitment Coordinator position (05-06) responsibilities were assimilated back into the HR department with an HR Certificated Specialist and Director shouldering most of those responsibilities. Two other Web Program Specialists are funded by Title II grant funds and work in the areas of the online application tool, certification and HQT approval.

Recruitment dollars also allowed us to work with two online recruitment tools, travel to job fairs, purchase needed supplies and equipment for recruiting, and other ancillary items associated with certificated teacher recruitment.

Systemic Issues

Timely (early) staffing meetings, reductions-in-force, labor actions, competitive compensation packages, an effective web hiring presence, and the like, are all issues that either increase or decrease our applicant pool.

There are differences between the methodologies used to recruit certificated teachers and other employees. The teacher and principal process most commonly utilizes a “pooled” concept to generate an applicant pool from which all principals can draw teacher candidates to interview for vacancies at their schools. The recruitment efforts are designed to establish a strong and diverse pool to meet this end, but individual selection decisions are usually left to the site principal.

The recruitment process for other positions focuses on individual position vacancies. Each open position is posted individually according to contract and advertised to generate an applicant pool for that specific position. The recruitment sources are varied and specific to the type of position being filled. Non-teacher recruitment involves a great deal more actual advertising for specific positions, than does certificated teacher staffing.

Accountability issues

To ensure we are using our funds in the most effective and efficient manner the HR Director of Staffing and Recruitment has assembled an annual Accountability Report that is presented under the Superintendent’s Report to the Board in October. That report provides data and analysis of the previous year’s Recruitment Plan. The plan and analyzed results are also used in the HR Six-Year plan.

To ensure accountability and “buy-in” the 2008-09 Certificated Teacher Recruitment Plan was developed collaboratively with input and analysis from the Special Education Department (weekly meetings), the three Regional Recruiters identified in the plan, and the commentary provided by the principals and administrators participating in screening and recruitment during 2006-07. Screening interview questions are a product of a principal committee effort conducted in June 2007.

General ASD Recruitment Data

The following points are critical in understanding both how a teacher recruitment plan is assembled and the impact of the plan on recruitment itself.

- ASD hires about 35% of the teachers hired annually in the state.
- The hire rate ranges from a low of 250 to a high of 600 (last retirement incentive program participation in '01-02)
- 35% of our current work force can retire by 2010.
- We have a 10% annual turnover rate in the ASD (compared to 20% in rural and a state-wide average of 13%).
- Of that 10% approximately 25% were due to retirement and over 40% appear to be related to the pursuit of other teaching positions, either in or out of the state.
- We spend approximately \$120,000 a year (the bulk from Federal grants) on direct teacher recruitment (not including personnel costs).
- The five Alaska teacher preparation programs produced about 37% of the teachers hired in the ASD in 06-07 and 38% in 07-08 (the highest in recent years).
- There are either no programs, or low productivity in the preparation programs available in Alaska to meet the districts need in the following areas:
 - Librarian
 - Physical education
 - World language immersion
 - Special education
 - Related services
 - Math
 - Music
- To fill the gaps ASD recruits nationally and uses retired teachers on a part-time basis and full-time basis in hard-to-fill positions.

New Hire Data on Teachers Hired for the 2007-08 School Year

Recruiting “Intent” Data for the 2007-08 School Year

- “Intents” are contract letters signed by an approved ASD representative and a prospective employee indicating a commitment by both parties to enter into contracted employment.
- In the past, intents have been placed at specific sites following staffing meetings where displaced teachers are assigned new locations, transfers are considered, and return-from-leave teachers are placed. Intents are commonly hired prior to other new-to-the-District applicants, to ensure that the intent commitment is honored.
- Most intents offered during the 07-08 recruiting season were primarily in the area of special education, related services and math. Clark displacement issues and a concern over elementary student numbers resulted in a smaller number of regular education intents being offered.
- The District was more successful in bringing signed intents to fruition in 07-08, as compared to 06-07.

Table 1 - 2006-07 and 2007-2008 Intent Data

The following table indicates intent data for 06-07 and 07-08 and shows an increase in the percentage of “hired” intents.

2006-07	Intents authorized	Intents signed	Intents hired	% of “honored” intents
Special Education and Related Services	85	61	27	44%
Regular Education	92	43	22	52%
2007-08				
Special Education and Related Services	63	40	31	77%
Regular Education	38	19	15	79%

Diversity of our New Hires

- The Human Resources department does not know the ethnicity of our applicants. Federal law requires that our “applicant pool” be free from ethnic identification. Our online tool (NOVUS) provides that information to the ASD EEO office through a filtered report. The EEO office has provided us with both the data for last year and the 2007-08 recruitment year.

Table 2 - 2006-07 and 2007-2008 Diversity Data of New Hires

The following table shows the diversity of our new hires for the 2006-07 and 2007-08.

New Certificated Teacher Hires 8/1/2006 to 9/15/2006	M	F	Total	% of Hires	New Certificated Teacher Hires 4/01/2007 to 9/26/2007	M	F	Total	% of Hires
Hispanic of any race	0	9	9	3%	Hispanic of any race	3	11	14	4%
American Indian or Alaska Native	3	7	10	4%	American Indian or Alaska Native	3	3	6	2%
Asian	1	10	11	4%	Asian	0	10	10	3%
African American	2	2	4	1%	African American	2	3	5	2%
Native Hawaiian or other Pacific Islander*	0	0	0	0%	Native Hawaiian or other Pacific Islander*	0	1	1	.03%
White	42	217	258	88%	White	48	222	270	85%
Two or more races*	0	0	0	**	Two or more races*	1	9	10	3%
Total	48	244	292		Total	57	259	316	

- The categories reflect the State required categories.
 - *New State category titles
 - **No data collected under that category by Novus
- The total reflects 291 (06-07) new teachers (including both retirees who had been terminated and were rehired) and 314 (07-08) teachers who were hired in the time periods identified.
- The new hire data table ethnicity information is based upon “self-report” information provided during the application process, which is viewable only by EEO.

Demographics & Processing/Experience/Preparation

Table 3 - 2006-07 and 2007-2008 Demographic/Processing/Experience/Prep

The following table shows data on our new hires for the 2006-07 and 2007-08, relative to retiree/rehire and HQT status, processing time, and demographic/experience/preparation.

New Certificated Teacher Hires 2006-2007	Raw #	% 292	New Certificated Teacher Hires 2007-2008	Raw #	% 316
Demographics & Processing					
Retiree/rehires hired (10 on TRS waivers)	62	21%	Retiree/rehires hired (9 on TRS waivers)	45	14%
Total not eligible for processing at the time of this report (no AK cert)	N/A	N/A	Total not eligible for processing at the time of this report (no AK cert)	<20>	6%
Total who held an ASD HQT at the time of processing (includes N/A)	41	21%	Total who held an ASD HQT at the time of processing (includes N/A)	161	51%
Experience					
New Certificated Teacher Hires 2006-07 (195 surveys collected)	Raw #	%	New Certificated Teacher Hires 2007-08 (303 surveys collected)	Raw #	%
New to full time teaching	89	46%	New to full time teaching	99	32%
New to Alaska	74	38%	New to Alaska	75	24%
New to ASD	158	81%	New to ASD	174	57%
Graduated from ASD	43	22%	Graduated from ASD	58	18%
Bringing experience credit from another district	120	61%	Bringing experience credit from another district	152	48%

- The new hire data below was taken from 195 surveys collected during employee processing in 2006-07 and 303 in 2007-08.

Preparation Programs (State Locations)

Table 4 - 2006-07 and 2007-2008 Preparation and State Locations

The following table shows data on our new hires for the 2006-07 and 2007-08, relative to retiree/rehire and HQT status, processing time, and demographic/experience/preparation.

University preparation program	State	06-07 #	06-07 %		07-08 #	07-08 %	Gain or Loss
University of Alaska Anchorage	Alaska	45	23.1%		81	26.7%	+3.6%
Alaska Pacific University	Alaska	15	7.7%		16	5.2%	-5.2%
University of Alaska Fairbanks	Alaska	9	4.6%		8	2.6%	-2.0%
University of Alaska Southeast	Alaska	3	1.5%		11	3.6%	+2.1%
	Alaskan university hires	72	36.9%		116	38.2%	+1.3%
Various	Oregon	12	6.2%		16	5.3%	-9%
Various	Washington	11	5.6%		13	4.3%	-1.3%
Various	Montana	8	4.1%		8	2.6%	-1.5%
Various	New York	7	3.6%		5	1.7%	-1.9%
Various	California	6	3.1%		15	5.0%	+1.9%
Various	Texas	6	3.1%		11	3.6%	+5%
Various	Arizona	5	2.6%		12	4.0%	+1.4%
Various	Arkansas	4	2.1%		2	<1%	-1.1%
Various	Wisconsin	4	2.1%		4	1.3%	-8%
Various	Minnesota	3	1.5%		2	<1%	-5%
Various	North Dakota	3	1.5%		1	<1%	-5%
Various	Oklahoma	3	1.5%		0	0%	-1.5%
Various	Idaho	3	1.5%		2	<1%	-5%
Various	Outside the 50 states	3	1.5%		3	1%	+1.5%
Less than 3 in 06-07	Colorado	<3	<1.5%		8	2.6%	+1.1%
Less than 3 in 06-07	Nevada	<3	<1.5%		6	2.0%	+5%
Less than 3 in 06-07	Utah	<3	<1.5%		6	2.0%	+5%
Did not report	-	4	2.1%		13	4.3%	+2.2%
Between one and two from the state	Various	41	21%		60	20%	-1.0%
	Non-Alaska prepared hires	123	63.1%		187	61.7%	-1.4%

How They Heard About Us

195 respondents to the new hire survey in 2006-07 and 303 in new hires in 2007-08 checked *one or more* of the following sources. The percentage indicates the number who checked a source that provided them information on the ASD in their job search.

Table 5 – How 2006-2007 and 2007-2008 Teacher Applicants Heard About the ASD

The following table shows data on how the new hires for the 2006-07 and 2007-08 school year heard about our District.

Information Source	Number Checked 2006-07	% 2006-07		Number Checked 2007-08	% 2007-08	Change in percentage
Other	88	45.1%		49	16%	-29.1%
ASD Website	63	32.3%		179	60%	+27.7%
Friend	19	9.7%		92	31%	+21.3%
Job Fair	15	7.7%		41	14%	+6.3%
Colleague	12	6.2%		61	20%	+13.8%
University placement service	9	4.6%		32	11%	+6.4%
Alaska Teacher Placement website	7	3.6%		49	17%	+13.4%
ASD recruitment representative	4	2.1%		14	5%	+2.9%
Teachers.teachers.com	1	.5%		7	2%	+1.5%

Factors Contributing to Their Decision to Come

195 respondents to the new hire survey in 2006-07 and 303 in new hires in 2007-08 checked *one or more* of the following sources. The percentage indicates the number who checked a factor that was involved in the decision to come to the ASD. Hires could select more than one item.

Table 5 – Factors Impact 2006-2007 and 2007-2008 Teacher Decisions to Come to the ASD

The following table shows data on our new hires for the 2006-07 and 2007-08, as to the factors impacting their decision to seek employment with the District.

Factor	Raw # 2006-07	Percentage 2006-07		Raw # 2007-08	Percentage 2007-08	Gain or Loss
Location	84	43%		239	79%	+36%
Personal factors	73	37%		152	51%	+14%
Professional growth opportunities	47	24%		94	31%	+7%
Diversity of community	43	22%		97	32%	+10%
Adventure and travel	42	22%		49	17%	-5%
Competitive Salary	37	19%		92	30%	+11%
Outdoor recreation	35	18%		51	17%	-1%
Other	36	18%		36	12%	-6%
Community climate	33	17%		Not available 07-08	-	-
Mentoring program	12	6%		45	15%	+11%
ASD reputation	13	7%		51	17%	+10%

Teacher “Pooled” Data for the 2007-08 School Year

The following section will cover the internal workings of the new teacher hiring process, and a comparison of the 2006-07 and 2007-08 hiring pools, while also examining the ethnic diversity of the pool.

The Pooled New Teacher Hiring Process

- New applicants must apply at the ASD website using the online (Novus) applicant tool.
- Novus applicants must pass an HR screening interview conducted by current or retired principals and have a positive phone reference in order to be released as “eligible for further consideration.
- If successful, a candidate is informed of their status and given guidelines on becoming highly qualified in the district.
- Approximately 30% of all new teacher applicants do not pass their first screening interview.
 - Interviews who do not pass their first screening may request a second interview upon completion of a packet they receive that helps HR determine if the second interview is likely to be successful.
 - Both HR and EEO meet with candidates who do not pass to go over their interview and make suggestions as to whether they need to work on interviewing skills, gain more experience, etc.
- To be released an applicant must also appear likely to be able to obtain an Alaska teaching certificate and a highly qualified designation.
 - This is becoming an increasingly important aspect of the process, as the new Tiered Licensure process becomes more intense and the District increases its percentage of highly qualified teachers.
- Exemplary candidates meeting the categories defined in the Recruitment Plan may be issued a letter of intent. This usually occurs at job fairs or on recruitment trips.
- Once an applicant is “released “ s/he can be viewed by site principals through their administrative NOVUS account.
- When filling a vacancy, site interviews are conducted with no less than 3 teacher applicants requesting transfers (if that many applied), and no less than 5 total applicants per vacancy if a new hire is selected (i.e., 3 transfers and 2 new applicants).
- When selecting an Intent, principals should still conduct 3 interviews with teachers requesting transfers (if that many applied), and one Intent if he/she is the selected applicant.
- A Summary of Hire (SOH) form is completed for the recommended hire listing the school, the position, all interviewed candidates (including the one selected), the pay location, budget codes, FTE, and leave location.
- Once completed, the principal returns the Summary of Hire Sheet to the Applicant Data Center in HR.

- The SOH is reviewed by the Director of Staffing and Recruitment and the candidate is entered into a “Pending File” that activates their District Connection and other electronic accounts
- The SOH is then routed for signatures - EEO, Division Executive Director(s), etc. If approved the SOH is returned to the HR Specialist for coding and approval. This process can take several days.
- Once all of the above steps are completed, HR makes the official employment offer.
- A contract signing and formal processing cannot occur unless the applicant's file is complete and they possess a valid Alaska certificate (or yellow pending card indicating a complete application is on file at DEED) for the position being offered.

Pooled 2006 and 2007 Comparisons

In April of 2007 we had over 1,100 teacher and principal applications in the system that had been created and processed within the last two years. That compares with slightly over 900 applications in April of 2006. HR cleaned the system of applicants who were no longer interested in employment and had reduced the number of applicants to just fewer than 600 applicants by June of 2007.

The District currently (9/14/2007) has a pool of 200+ online applications that are “released for further consideration.” This compares to over 500+ in September 2006. It is critical to know that the differences reflect a more thorough “culling” process of candidates who have already taken positions and does not reflect a significant difference in the actual available candidates. Indeed the number of unfilled positions in 2007-08 is considerably less than the posted openings in September 2006.

- Approximately 20 are in “review” status being considered for HR screening or performance reviews.
- It is key to note that the 200+ released applicants include:
 - Teacher candidates who may have accepted employment with another district and have not requested their application be removed or inactivated (although we have culled a large number of those past candidates).
 - Teacher candidates who do not meet the specific needs of the district.
 - A number of applicants who have been “released for further consideration”, but have not been selected during the site interview process.
- We have current shortages (unfilled positions) in:
 - Special Education
 - Spanish Immersion
 - Spanish

- German Immersion
- Math
- Library
- Physical Education
- Related Services
- Elementary
- We have 43 varied teaching positions posted as open-to-be-filled, as of September 28, 2007.

Table 6 – NOVUS Applicant Numbers at Key Times

The following table shows NOVUS data for 2006-07 and 2007-08, as to the depth of the certificated teacher hiring pool at any given time. Being in the “Released” category means the candidate has passed their screening and is “eligible for further consideration” by the site principal (they can contact the principal and participate in site interviews if called).

4/2006	9/2006	4/2007	7/2007	9/2007	9/2007
Unreviewed, Reviewed, Released	Unreviewed, Reviewed, Released	Unreviewed, Reviewed, Released	Released Applicants	Unreviewed, Reviewed, Released	Released Applicants
900+	952	1,100+	600+	522	200+

Pooled Diversity Data 06-07 and 07-08 Comparisons

Since HR does not see the ethnicity of most of our candidates (unless it is a visual one during the screening interview) the effort by the Certificated Recruitment Team has been to ensure that we have a large as pool as possible of diverse candidates, from which the principals may then select. The table indicates that in most cases our “hired” percentages matches, or comes very close to, that of the “pool.”

Table 6 – Comparison of the Ethnicity of the Certificated Teacher Applicant Pool for the 2006-2007 and 2007-2008 School Years

The following table shows data on our pool of teacher applicants for the 2006-07 and 2007-08. We have identified the gender of the applicants, the total number and percentage in the pool and then the percentage actually hired. We shared data for both recruiting seasons. The significant difference in the applicant pool size is due to a more effective cleaning of the NOVUS applicants.

Ethnicity	M 06- 07	F 06- 07	Total# 06-07	% Pool	% Hired		M 07- 08	F 07- 08	Total# 07-08	% Pool	% Hired
Alaska Native or American Indian	10	28	38	4.1%	4%		4	11	15	2.7%	2%
Asian	10	20	30	3.3%	4%		9	13	22	4%	3%
African American	12	12	24	2.6%	1%		7	16	23	4.2	2%
Hispanic	7	13	20	2.2%	3%		5	10	15	2.7%	4%
White	291	477	768	84.2%	88%		112	331	443	80.3%	85%
Multi ethnic and Undeclared	15	17	32	3.5%	N/A		16	18	34	6.2%	3%
Total			912						552		

New Hire Survey Pattern Comparison 06-07 and 07-08

Table 7 – Patterns of Customer Satisfaction with the Hiring Process (New Teachers)

New hire survey comments were grouped into six categories, so that patterns could be diagnosed and addressed. Individual comments in the first column of the 2007-08 are already being addressed.

When asked, “what would you suggest to help make your hiring experience more satisfying?” the responses could be grouped into the following areas:					
06-07 Hires					
HR Staff or HR process concerns (specific examples of a poor experience with an employee or multiple concerns)	Very concerned about hiring processes outside of the influence of HR (i.e., late staffing, principal hiring issues, pay periods, lack of travel expenses)	Concern or constructive suggestion (in or out of the control of HR, i.e., earlier job offer, site interviews earlier in the year, salary)	No Comment (no comment or not applicable)	No suggestions or positive (No, or single word positive like “great”)	Very Positive about entire process (specific examples of service that was exemplary)
4	4	47	104	25	11
2%	2%	24%	53%	13%	6%
07-08 Hires					
When asked, “what would you suggest to help make your hiring experience more satisfying?” the responses could be grouped into the following areas:					
HR Staff or HR process concerns (specific examples of a poor experience with an employee or multiple concerns)	Very concerned about hiring processes outside of the influence of HR (i.e., late staffing, principal hiring issues, pay periods, lack of travel expenses)	Concern or constructive suggestion (in or out of the control of HR, i.e., earlier job offer by HR, site interviews earlier in the year, salary)	No Comment (no comment or not applicable)	No suggestions or positive (No, or single word positive like “great”)	Very Positive about entire process (specific examples of service that was exemplary)
10	21	45	201	19	7
3%	7%	15%	66%	6%	2%

Recruitment Trip Analysis by Location

Table 8 – Analysis of the 2007-08 Job Fairs and Recruitment Travel

The following table reflects the number of interviews conducted at a job fair during 06-07 recruiting (shaded column) and the cost, number of interviews, number of interviews who actually applied with the District, number of intents that were actually hired, number of “hires” from the state that the fair took place in, and finally the recommendation for the 08-09 recruiting season. If the recommendation is underlined we are planning on attending that recruitment activity.

Trip - Date	Cost	05-06 # of intrvws	06-07 # of intrvws	06-07 # intervws who applied	# of intrvws hired	# of intents offered that were hired	# of hires from that state	Recommendation for 07-08
ADN	\$480	0	0	0	0	0	With ATP total	<u>Classified focus and good fair for sub recruiting</u>
Atlanta – Nov	\$1141	6	0	0	0	0	4	“Free recruiting” for diverse candidates
Nashville February 13	\$2800		20	3	1	1 (coming in Jan)	0	Skip for 07-08, re-evaluate in 08-09
NASA Feb 14-17	\$2200	28	35	5	1 (APA)	0	0	Targets K-8 math/science diverse candidates; good outreach networking; not productive with actual return of candidates
Virginia Feb 22	With Nasa	N/A	1	0	0	0	4	Interview as part of other travel
Utah State March 6	\$1986	N/A	0	0	0	0	6	Presentation to Utah State Special Ed class; great networking; targeted SPED
Utah Assoc. for Employ in Education	With Utah State	N/A	8	4	0	0	With Utah State total	<u>Excellent Fair; need separate table away from ATP; good diversity</u>
Brigham Young U March 9	With Utah State	N/A	Data not available	0	0	0	With Utah State total	Attend Panel Reception; need more recruiters
Philippines March 13	\$590	66	14	0	0	0	0	Candidates have difficulty getting certified due to transcript translations; don’t attend in 07-08
ASD Job Fair for	\$2700	55	54	48	33	0	116	<u>Collapse this fair into the ATP fair.</u>

UAA/APU March 10								<u>Would allow more time for candidates to finish their program prior to interviewing. Lower passage rate this year and no ability to intent here</u>
University of Wyoming Mar 26-27	\$2930	N/A	20	0	0	0	2	Needs a 3 rd member; good visibility, just not productive in 06-07
University of Colo @ Greeley Mar 29-30	\$2989	N/A	22	2	1	1	8	Lots of intents given, only one came; Needs a 3 rd member if we go
University of Colo @ Denver April 3-4	\$2812	22	22	3	0	0	With Greeley Fair	Weaker fair in '06-07; fewer candidates; good diversity
Oregon April 3-4	\$4950	31	23	8	1	1	16	<u>Well organized; would interview less and network more in 07-08; hard-to-fill candidates available</u>
Arizona State, NAU Arizona April 10	\$720	8	8	1	1	0	12	<u>Suggest going to June Fair in Tempe; inexpensive due to no airfare</u>
Seattle April 10	\$4800	25 (held in Tac in 06-07)	25	6	1	0	13	<u>Will be better in 07-08 due to the change from Tacoma to Seattle</u>
Spokane April 17	\$4770	19	14	1	0	0	With Seattle total	<u>Good diverse candidates; quick inexpensive trip</u>
Alaska Teacher Placement (ATP) Fair Anchorage April 19-20	\$5000	85	134	68	28	6	With ASD and UAA Job Fair	<u>Very busy for two days; will need to increase the number of teams of we collapse our APU and UAA local students into this fair. Well-run event; ASD treated well by all; expensive, but not for the amount of work that is completed.</u>
Spokane University visits April	\$1893	N/A	0	0	0	0	Total with Seattle	<u>Site visits targeting speech path and school psych @ EWU, UI, WSU; presentation and faculty contacts</u>
Michigan UM,	\$8243	No data	72	14	3	3	3	Set up difficult in MU; EMU great

EMU, WMU, MSU, CMU April 16- 20								event; WMU well organized w/ high numbers, very high paced; MSU tough sell for candidates; CMU positive experience
Minnesota April 23	\$7566	30	42	11	0	0	2	Good suggestions about making the trip better; well organized, good networking; suggest attending in 07-08
North Dakota Job Fair Apr 20	\$3067	16	21	Data not available	Data not available	1	1	Well organized; lots of information distributed; two would sufficient
New Mexico (U of El Paso, Texas & New Mexico State, and U of NM) April 21- 25	\$5209	16	18	5	1	0	3	El Paso will be better in 07-08; diverse candidates; U of NM not well attended; Alaska is a difficult sell at all
Montana State Apr 27 University of Montana Apr 30	\$4200	18	28	5	1	0	8	<u>Well organized fairs, but not productive in numbers; good visibility; Alaska is an easy sell</u>

Have we met the Goals of the 06-07 Plan?

We made some gains during the 2007 recruitment season and there are still areas to continue to work on.

1. We established a baseline pool of applicants that is a much more “real” pool than in previous years. Arriving there has taken an inordinate amount of HR time in ensuring that the pool is accurate. Our hopes are that a new tracking system will automate many of the functions that are currently manual ones.
2. We still have significant issues in attracting special education, related services, immersion teachers, and high school content specialists (math/language arts) after the school year starts.
3. Having said that, we had the lowest number of positions-to-fill in the areas of special education and related services than we have had in a number of years. Some of that was because of our actions of hiring regular education teachers into special education jobs on one-year contracts. Many of those instructors are pursuing their special education endorsement and we are assisting them in that effort. Likewise, the focused university recruitment by Kate Konopasek (Related Services Supervisor working in the area of recruitment) appears to have paid off. Her one-on-one service in attracting and intending candidates appears to be paying off.
4. We had math and language arts teachers in the pool, but by the time we were able to “unfreeze” staffing many of those candidates had already taken positions with other districts.
5. Immersion shortages are extremely difficult due to the inability of some superb native-speaking candidates to procure Alaska teaching certificates.
6. Since Title VII prohibits HR from having knowledge about the ethnicity of an applicant we are unclear until they become employees whether or not we have increased the pool sufficiently to help diversify the certificated workforce. For the second year in a row the diversity of our hires has essentially matched the percentage of candidates available in the pool. However, we are hoping that the regional recruiter and a more university-focused approach will help increase the diversity of our teaching workforce.
7. We represented ASD extremely well. We appreciated the collaboration and support of the Communications Department and cooperating principals who administered over a 1,000 screening interviews and participated in over 14 job fairs. We had an increased professional nature to our presentations, job fairs and university contacts and that has and will pay off in the end.

ASD Recruitment Challenges and Recruiting Plans for the 2008-09 School Year

Observations

- The huge commitment to move to Alaska is the first and largest hurdle that must be overcome in recruiting outside candidates...the cost of relocation is significant for many of our applicants.
- Distance from family, relocation costs, relocation “how-tos,” old horror stories about the cost of living, weather, darkness, and the unknowns in moving to Alaska are barriers to recruitment and “honored” intents.
- “Selling” ASD is secondary to selling Alaska.
- To date there has been limited concern or questions about the new retirement system (given the average youth of our new hires that is not unusual).
- Salary competitiveness varies greatly from area to area and many factors need to be considered. Since we have a negotiated contract, that issue is outside the control of the recruitment.

ASD Recruitment and Retention Positives

- Our agreement on a three-year teacher contract appears to be “selling” well when presented during our recruitment efforts. Candidates appreciate the ability to look past one year and in general have been positive toward the salary schedule.
- We have had “site” induction programs at 95% of the schools in ASD for over five years that have helped with the acculturation, survival, professional development, and mentoring needs of our new certificated employees.
- We are engaging in new employee orientation sessions starting this school year to help address “comprehensive” induction efforts.
- We have award-winning teacher mentoring programs that were jointly developed by the District and AEA and are well received and participated in by our teachers.
- The District strives daily to improve the working conditions for our teachers (identified as a key issue in retention).
- The community has -- over the years -- recognized the value of supporting bond efforts to create and maintain quality teaching environments.
- We constantly monitor teacher morale and job satisfaction, both at the site and systemically.
- We know that retention starts at the door of recruitment and strive to engage and retain our future employees at the very beginning of an applicant’s contact.
 - In November of 2006 we moved to a model whereby the HR certificated AA works with the same applicant when they become an employee.

- Divisions work closely with administrators and teachers to develop solid school and classroom discipline plans to address environmental issues that have been known to drive teachers out of the profession.

Recruitment and Retention Challenges

- Housing costs ARE less expensive in different parts of the state.
- Over 25% of the Special Education teachers who left the District last year were spouses of individuals who rotated out the area (military or otherwise).
 - Movement in and out of the state by one partner or another in a relationship is a reality that is constant.
- We *are* a long way from home for many and that is a real, but very personal issue that is difficult for a system to address.
- “Community support” for education is one of the leading factors for teachers staying in the profession. When it wanes, or appears to wane, it has a negative impact on the desire of employees to stay in their teaching position.
 - Support as a parent and community member is critical in showing educators that they are valued.
- Our inability to hire earlier in the recruitment season remains the chief obstacle to recruiting exemplary teachers and especially diverse candidates.

Plan Components

1. We will continue recruiting using three online recruitment tools (main ASD website, teachers.teachers.com and Alaska Teacher Placement).
 - a. All three tools serve a different purpose and allow us the widest range of “manageable” online presence.
2. We will be doing more “focused” recruitment through the use of three regional recruiters on small contracts to lead the recruitment teams at specific fairs and university sites.
 - a. We have met with the recruiters (retired ASD principals) and are developing the specific aspects of their services.
 - b. Heavy on their list is a commitment to search for diverse candidates that fit the positions we have open and who are willing to come to ASD.
3. We will attempt more personal “follow-up” to the interest generated from those sites.
 - a. We currently use auto-reply emails, but will develop a specific series of email responses to use with inquires received from outside the three online sites.
4. We will maintain positive and collaborative relationships with Alaskan universities and outside universities that provide us with quality pools of applicants.

5. We will focus a great deal of effort toward easing the application process through streamlined web application and more effective processing of the applications (purchase of a new Applicant Tracking and Hiring software tool, as approved by the Board).
 - a. We are targeting March 2008 as the “certificated teacher go-live” date for the new system. This is an ambitious but possible goal. It is our goal to bring on the pother position groups on a systematic basis. This will allow us to gain further information about those areas and assess the totality of our efforts.
6. We will continue to search for a way to conduct earlier “staffing” meetings, as we lose many candidates to districts who hire earlier in the season because we have not placed our “return from leave,” or displaced teachers.
 - a. Specifically we will attempt a “physical education teacher” staffing in February and a March special education staffing. Any opportunity to conduct earlier staffing meetings for all areas will have a significantly positive impact on filling our positions with quality candidates.
7. We will continue to attempt to create as large and diverse a pool as possible for our principals to select candidates from while striving to ensure that the pool is “active” and valid.
8. We will continue to support SPED endorsement efforts by current employees, as well as Praxis and certification help for immersion applicants.
9. We will decrease the number of outside job fairs attended by approximately 40%, as our results from the fairs has not been positive (when the expenditure, application, and hire ratio is examined).
10. Although we will not abandon our efforts to have a “large” pool of teacher applicants, we will shift our focus to using the number of unfilled positions as a more accurate reflection of our success while understanding that we do not have as much “control” over that issue, given that the site makes the final hiring decision.