

ANCHORAGE SCHOOL DISTRICT
ANCHORAGE, ALASKA

ASD MEMORANDUM #73 (2009-2010)

October 12, 2009

TO: SCHOOL BOARD

FROM: OFFICE OF THE SUPERINTENDENT

SUBJECT: 2009-2010 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 2008-2009 school year the Human Resources Certificated Recruitment Team collaboratively developed and implemented a Certificated Teacher Recruitment Plan to address staffing needs for the 2009-2010 school year. That plan was reviewed by the board in October 2008 and I directed Dr. Robb Boyer to prepare an Accountability Report to be shared with me in October of 2009.

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 Certificated Recruitment Accountability Report (2009-2010 School Year) and Certificated Recruitment Plan (2010-2011 School Year). The report shares new hire data, "pooled" applicant information, an analysis of the recruitment trips, school-by-school transfer and new hire data, recruiting observations, evaluation of goal attainment, and the 2010-2011 recruitment plan.

CC/ET/RB

Attachment

Prepared by: Robb Boyer, Director of Staffing and Recruitment

Approved by: Eric Tollefsen, Executive Director, Human Resources



Certificated Accountability Report... October 12, 2009

- *Report on Certificated Recruitment for the 2009-2010 School Year*
 - *Certificated Recruitment Hiring Plan for the 2010-2011 School Year*

Prepared by...
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Table of Contents

Background Certificated Teacher Recruitment Information	2
National Teacher Recruitment Trends and Observations (update for 09-10)	3
Summary of Certificated Recruitment Issues	3
Alaska and ASD Teacher Recruitment Trends and Observations	3
Rural Alaska Recruitment and Retention	3
ASD Recruitment and Retention	4
The ASD Certificated Hiring Process	5
ASD Assumptions Regarding Recruitment	5
Certificated Recruitment Resources	5
The Pooled New Teacher Hiring Process – “The Work Flow of the Certificated Hiring Process in the ASD”	6
Systemic Issues	8
General ASD Recruitment Data	9
New Hire Data on Teachers Hired for 2009-2010	9
Intent Data – Offered, Declined, Accepted	9
Diversity Data New Hires and Pool Non-Hired Applicants	11
New Hire Gender and Age Data	12
Where Do Our New Hires Live at the Time of Application?	14
Retiree/Rehires	15
Certification and HQT Status	16
Additional Background Information	17
University Preparation Background	18
Educational Background	19
Where Did Our New Hires Hear About the ASD?	20
Why Did They Come to the ASD?	21
New Hire “Processing” Data for Teachers Hired for 2009-2010	22
Summary of HR Processing Trends	22
Highly Qualified Teacher Designation and Hiring	23
New Hire “Pooled” Data for the 2009-2010 School Year	24
Analysis of Our Pool of Teacher Applicants	25
Comparison of Postings to Pools	26
Where Did Our “Pool” of Remaining Applicants Hear About the ASD?	29
Retention Data 2006 to 2009	30
School by School Transfer Requests	30
Resignation Reason Data	34
School by School New Hire Data	35
Have we met the goals of the 08-09 Plan?	37
Observations	37
Job Fair Analysis	40
Recruiting for the 2010-2011 School Year	42
Recruitment and Retention Positives	42
Recruitment and Retention Challenges	42
Recruitment Plan Components for 2010-2011	43
Plan	43

Background (Certificated Teacher Recruitment Information)

National Teacher Recruitment Trends and Observations (updated for 09-10)

The following information has remained fairly constant over the last five years. These observations are based on a national perspective and may or may not reflect Anchorage issues. 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.
 - As an example, class reduction is identified as a research based practice for Title IIA entitlement grants
- Shortages are especially acute in high need areas:
 - Special Education
 - Related Services
 - Mathematics
 - Science
 - Technology
 - Specific career tech fields
- We have increased qualification requirements as (federal and state) No Child Left Behind (NCLB) requirements have become closely monitored and more strictly enforced.
- State Certification to accommodate those requirements, plus individual state initiatives to increase the quality of the teacher workforce, have made recruitment more and more challenging.
- There has been Federal pressure on states and districts to ensure that 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 teachers, and the best qualified teachers are more likely to be able to pick and choose their location.
- Degree seeking education students who start in the education 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 to fill their positions.
 - More than 20% of California teachers currently work on an emergency or “provisional” certificate.
 - In 2004 16% of the teachers working in California low socio-economic schools had not completed a certification program.
 - California is not alone in the under qualified arena (Arizona, Nevada, Florida and other states are filling positions with teachers who have not reached what Alaska would consider to be qualified). This makes recruitment of those teachers (who are most likely to be let go during hard budget times) difficult for us to recruit because oftentimes they can't meet Alaska certification or HQT requirements.

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 the culprit is not an overall shortage, but rather is created by three issues:

- An inadequate distribution by preparation area (i.e. specific content areas).
- An inadequate distribution by desired work location (i.e., the teacher doesn’t want to work in a particular part of the country, particular district, or even particular school).
- The impact of retention (this is a national and state level issue, but does not appear to be one for the ASD).

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 enemy in many Alaskan districts is “teacher turnover.”

Alaska and ASD Teacher Recruitment Trends and Observations

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

- The state’s turnover rate of new-to-the-profession-teachers leaving the profession is similar to the national average or higher in some parts of rural Alaska.
- Our workforce is aging.
- We have an increasing student enrollment, as evidenced by our 2008-09 enrollment figures.
- We have a complicated and fairly inflexible state certification process. For instance, many of our applicants don’t apply for certification (cost and process) until they have been formally offered a position. This means that many of them have to start at sub pay, while waiting for their certification in order to process as a contracted teacher.
- We have strict NCLB requirements *and* very unique site situations (i.e., 3 teachers with 26 content areas to be taught).
- We have high need area shortages that match the national shortages (and more)
 - The ASD has additional identified high need areas, due to the plethora of world immersion programs that are unique to Anchorage and our strong Related Services Programs.
- We face the same tough issues of “working to attract the best, while needing many.”

Rural Alaska Recruitment and Retention

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.
- 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 now more often *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 content area issues.

ASD Recruitment and Retention

Recruitment and retention in Anchorage have similar, although not entirely the same, issues as our rural colleagues.

- To many applicants Anchorage is still considered remote. (We have to spell out “Alaska” at many job fairs, because some applicants think AK is Arkansas ☺.)
- Given that over 65% of our hires traditionally come from the lower 48 states, Alaska can be a “long way from home.” Our candidates must “choose” to come here. That decision is much more difficult than deciding between two Washington school districts ten miles apart.
 - The in-state universities do not have the capacity to offer programs in areas that don’t have a high volume need. For instance, in a normal year the ASD would hire only two or three physical education teachers. That is an expensive program for a university to operate, if there is no job market for their graduates. Likewise, there are no School Psychologist, Occupational Therapist, Hard-of-Hearing, or BVI preparation programs in the state.
 - On an annual basis the in-state universities don’t currently have the capacity to produce - in a sufficient volume - the number of teachers required for adequate hiring pools.
- Housing can be an issue, since available homes and property can be found for significantly less just 30 miles north.
- Given the 96 languages spoken in the District, cultural issues must also be addressed by the ASD teacher, just in a different fashion than in a rural district.
- With the large number of alternative programs and charter schools. the NCLB HQT designation issues often impact our employees to as great if not greater a degree than rural teachers. For instance, a teacher at the Crossroads School might be teaching nine different NCLB content areas that would require multiple HQT designations. Given the significant number of choices (whether it is Charter School, Alternative, or Schools-Within-Schools) in the ASD, HQT issues are not just a concern for rural Alaskan districts.
- “When” we actually hire is critical to our recruitment. If we are not able to offer a teaching position to an out of state candidate until July or August many of them will have to work at a substitute rate of pay until they can obtain their Alaska certificate, which they had not pursued because they didn’t think they were would be hired at that late date.

The ASD Certificated Hiring Process

ASD Assumptions Regarding Recruitment

The Anchorage School District 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. Unlike say the Seattle School District the ASD does not have over sixty teacher preparation programs within 200 miles of the district. Therefore, we must recruit from areas outside of Alaska. What “recruitment” may look like will be discussed further in the 2010-2011 ASD Recruitment Plan.

Why else do we recruit?

- We recruit to increase the number of available “released candidates” in the applicant pool.
 - This provides us 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.
 - Federal Law restricts HR from knowing the actual ethnicity of our applicants. However, we know that by recruiting in states where there is a greater level of ethnic diversity in the teaching candidates we are more likely to provide an ethnically diverse pool of candidates for principals to select 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 considerable working condition 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.).

Certificated Recruitment Resources

We know we have finite recruitment resources. The bulk of our resources for teacher recruitment come from Title IIA Recruitment and Retention Federal entitlement funds. The total Title IIA allocation for last school year was \$350,000. Those funds paid for four certificated HR positions, stipends for three regional recruiters, and a little over \$35,000 for travel to job fairs, registration costs, equipment and supplies.

The Human Resources Department Operating Budget provided \$28,000 for job fair travel, contract administration dollars (software and maintenance agreements), and some addendum/stipend funds to help pay for screening interviews. There are no funds budgeted for certificated print advertising.

In addition during the 2009-10 hiring season the Special Education department has provided travel and advertising dollars to help fund special education and related service recruitment. During the past school year Special Education spent over \$15,000 in job fair travel and registration costs. The Related Services/SPED Recruiter concentrated on university and health fair visits to target specific related service recruitment. The Special Education Department has also spent over \$32,000 in supporting the “General Ed to SPED Tuition Support Program.” In some cases Special Education provided a representative to attend fairs along with the Certificated Human Resources Recruiter.

It is significant to note that funding from the Title IIA “Teacher Recruitment and Retention” grant has just been recently reduced for 2009-10 (20% reduction to date) and will impact our recruitment effort in the upcoming year. The specific of that impact will be discussed in the final section of this report when we look at the 2010-2011 plan.

The Pooled New Teacher Hiring Process – “The Work Flow of the Certificated Hiring Process in the ASD”

We are often asked how our certificated hiring process actually works. While not without complication, it has been put in place to help ensure we follow state and federal law, “best hiring practices,” and provide the site hiring managers with “eligible for further consideration” candidates that we are 99% confident will be able to meet certification and highly qualified status at the time of hire, or shortly thereafter.

The following summarizes the current process.

Certificated Human Resource Process

- New teacher applicants must apply at the ASD website using the online AppliTrack tool (we switched from the old Novus system in November of 2008).
- Those applications are reviewed and analyzed by both the Head Recruiter and Information Specialist to determine if the candidate should move forward to a screening interview stage. Certificate, HQT, legal issues, electronic references and other factors are examined in making that determination.
- “Screenable” applicants must pass an HR screening interview conducted by current or retired principals and have a positive reference from a previous supervisor in order to be released as “eligible for further consideration.” Once released they are placed in electronic folders that

- the hiring managers (principals) can view online. There are very few “paper” parts to the application process remaining, as principals have the majority of information needed of to determine whether they are going to offer a site interview based on their online viewing.
- If successful with the screening interview and reference portion of the process, a candidate is informed of their status and given written guidelines on becoming certified in the state and highly qualified in the district.
 - Approximately 30% of all new teacher applicants do not pass their first screening interview.
 - Interviewees who do not pass their first screening are provided with a packet to complete prior to requesting a second interview. Once HR receives the request for a second interview the packet helps determine if the second interview is likely to be successful.
 - Both HR and EEO can and do meet with candidates who do not pass their initial screening 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 Tiered Licensure process becomes more intense and the District battles to increase the percentage teachers teaching courses they are highly qualified to teach.
 - 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 and are usually only offered in hard to fill content areas.

School/Site/Department process:

- When filling a vacancy, site interviews are conducted per the AEA/ASD Agreement. The contract requires no less than 3 teacher transfer requests (if that many applied) be interviewed. HR requires no less than 5 total applicants per vacancy if there are available transfers and new hire candidates. (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.
- An electronic Summary of Hire (SOH) form is completed in AppliTrack 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. This summary corresponds to a 502 form that posted the actual opening (submitted in paper to HR and posted by an HR specialist).

Certificated Human Resource Process

- The electronic SOH from the site prompts an email to HR telling us a SOH is waiting in the AppliTrack tool. The SOH and applicant's file is then reviewed and processed 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 such as Zangle.
- The now paper SOH is then routed for signatures to EEO, Division Executive Director(s), and if required Accounting. If approved the SOH is returned to the HR Specialist for coding and approval. This process can take several days, but the elapsed time period continues decrease. Once the steps above are completed, an HR administrative assistant working with that particular alpha group makes the official employment offer.
- 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.
- The communication and documentation tools in AppliTrack are used extensively during this entire process, both by the hiring manager and new hire.

Systemic Issues

Timely (early) staffing meetings, reductions-in-force, labor actions, competitive compensation packages, an effective web hiring presence, an easy to use application tool, HR customer service, and timely site hiring, are all issues that either increase or decrease our certificated applicant pool.

There are differences between the methodologies used to recruit certificated teachers and other employees. The teacher process most commonly utilizes a "pooled" concept to generate an applicant pool from which all principals can draw. The "eligible for further consideration" pool and transfer list provides principals with teacher candidates to interview for vacancies at their schools. The recruitment efforts are designed to establish a strong and diverse pool. However, individual selection decisions are traditionally left to the site principal unless there are contractual issues that require intervention by the Executive Director or other Central Administration individuals.

The recruitment process for other positions (classified and certificated Exempt and ACE) focuses on individual position vacancies. Each open position is posted individually according to contract and advertised to generate an applicant group for that specific position. The recruitment sources are varied and specific to the type of position being filled.

General ASD Recruitment Data

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

- Annually the ASD hires over 35% of teachers hired 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). This year's numbers indicate that when hiring is complete we will have hired around 450 new teachers.
- 35% of our current work force is eligible to retire by the end of this school year.
- We have a 10% annual turnover rate in the ASD (compared to 20% in rural areas and a state-wide average of 13%).
 - Of that 10% approximately 25% were due to retirement, 30% due to leaving the state, and only 20% appear to be related to the pursuit of other teaching positions, either in or out of the state.
- There are either no programs, or *low productivity*, in the preparation programs available in Alaska to meet the district's need in the following areas:
 - Librarian
 - Physical education
 - World language immersion
 - Special education (the productivity of the UAA SPED programs has increased in the last two years)
 - Related services; School Psychologists, Physical Therapists, Audiologists, BVI, Hard of Hearing
 - Math
- To fill the gaps ASD recruits nationally and uses retired teachers on a part-time basis in hard-to-fill positions. With the sunset of HB161 we can only hire retired teachers at less than a .49 FTE (unless the individual "un-retires").

New Hire Data on Teachers Hired for the 2009-2010 School Year

"Intent" Data

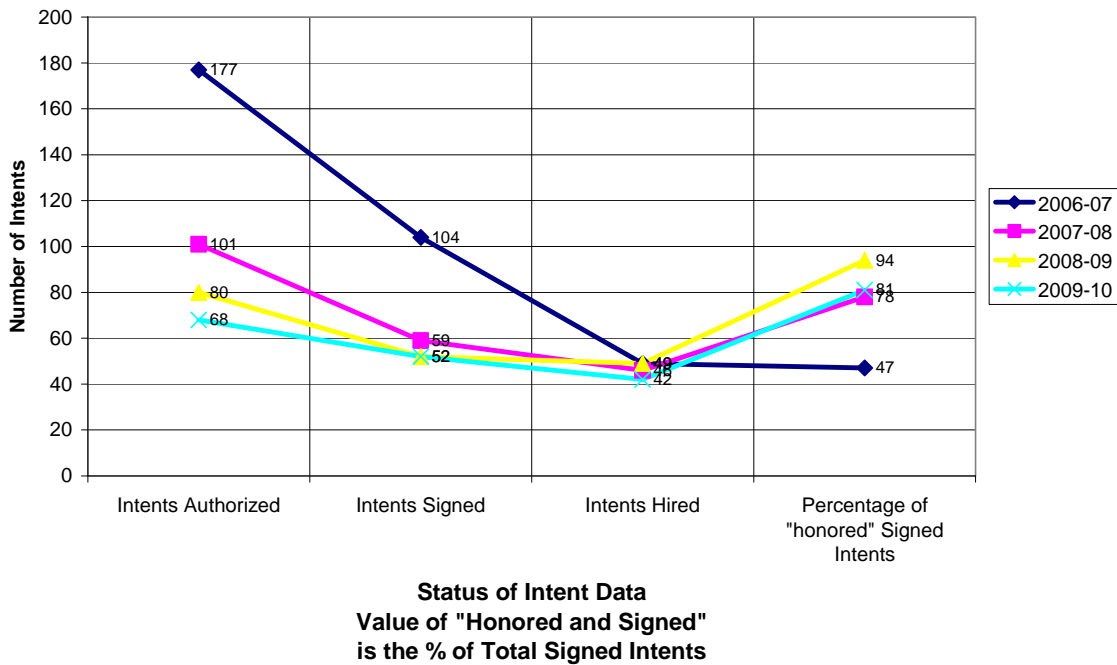
- "Intents" are contract letters signed by an approved ASD representative and a prospective employee indicating a commitment by both parties to enter into contracted employment.
- In the past, intents have been placed at specific sites following staffing meetings where displaced teachers are assigned 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 recruiting season were primarily in the area of special education, related services, world languages, math, and

science. There were also a number of elementary intents issued for 2009-10.

Graph 1 – Intent Data – Numbers and Status

The following shows the total number of intents authorized in a given hiring season, how many were signed by the applicant, how many were actually hired and the percentage of signed intents that “honored” their intent by coming to work for the ASD. The graph indicates we were much more cautious in the issuance of intents (in both SPED and Reg Ed) during the last three hiring seasons. Even with this cautious approach we had a higher number of ‘broken’ intents this year than last. We attribute some of that increase to the extended hiring “freeze” we were under that lasted until well into July. The economy, also seems to have played a role as a number of intents who broke their intent did so indicating they simply couldn’t afford the move to Alaska.

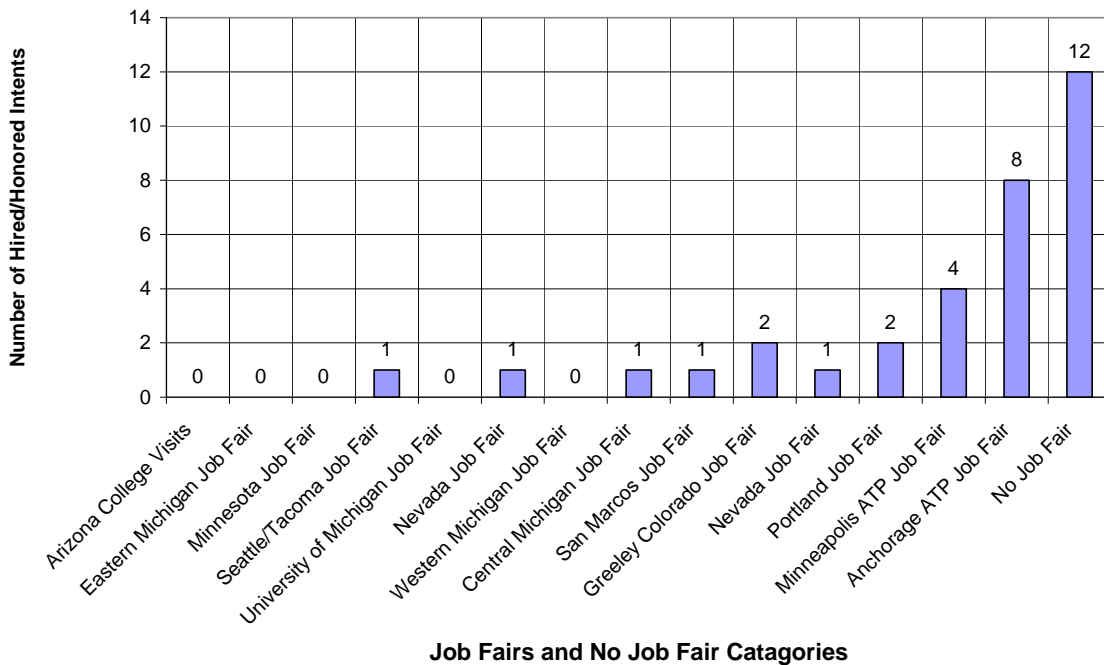
Graph 1 - Intent Data 2006-07 to 2009-10



Graph 1-B – “Job Fair” Intents –

Not all of our intents are signed at job fairs. Related Services signed twenty and got nine intents hired, through online communication or attendance at a University or Health Fair. Likewise, HR used intents to hire Clark new hires and issued intents based on screening interview and application data separate from a fair. Graph 1-B shows whether candidates were signed at specific job fairs.

Graph 1-A - "Job Fair" Intents 2009-10



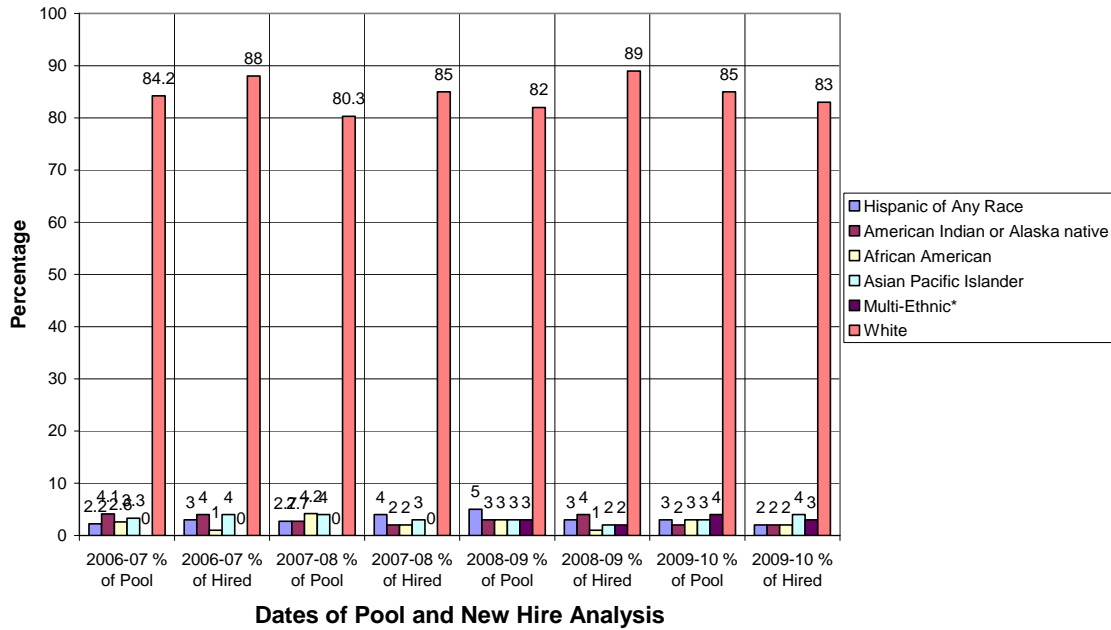
Diversity of our New Hires and Pool Non-Hired Applicants

In accordance with Federal law, the Human Resources department does not know the ethnicity of applicants in our applications. Our online tool (AppliTrack) provides ethnicity information to the ASD EEO office through a filtered report. The EEO office provides us with data for this section of the report from AppliTrack, so the numbers may not reflect the same numbers as used from other portions of this report, as the data was not collected on exactly the same date. For the last three years the data represents the new certificated hires from April through the third week in September of hiring season. Some categories were changed at the Federal level creating different Ethnicity coding. 2008-09 and 2009-10 used the same codes. The new hire diversity ethnicity graph data is based upon “self-report” information provided during the application process, which is viewable only by EEO.

Graph 2: 2006 to 2009 Diversity Data of New Hires

The following graph shows both the diversity of our new hires and pool of remaining applicants for 2006-07, 2007-08, 2008-09, and 2009-10.

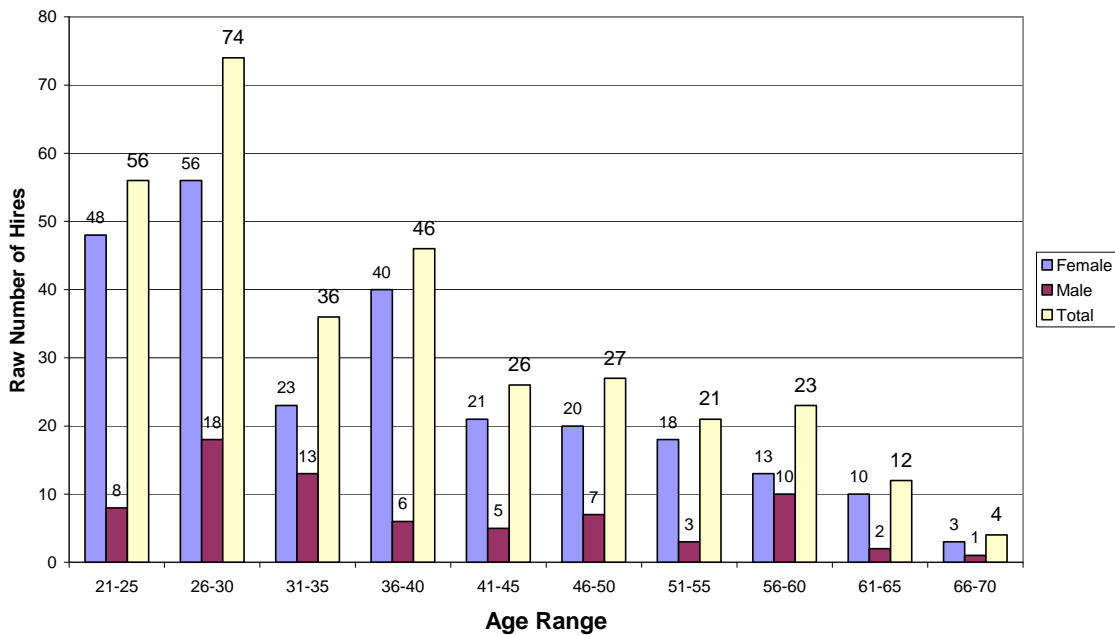
Graph 2 - Ethnicity of Certificated Pool in Comparison to Hired Applicants 2006-2009



New Hire Gender and Age Data

Graph 2-A shows the age and gender of the 2009-10 new hires. This data was collected for the first time due to the capabilities of AppliTrack. The data provided surprising results. For a number of years we thought -- based on the "years of service" brought in by our new hires -- that they were fairly young. The following graph shows the error of our previous assumptions. Indeed, 60% of our new teacher hires were over the age of 30. Over 75% of our new teacher hires were female.

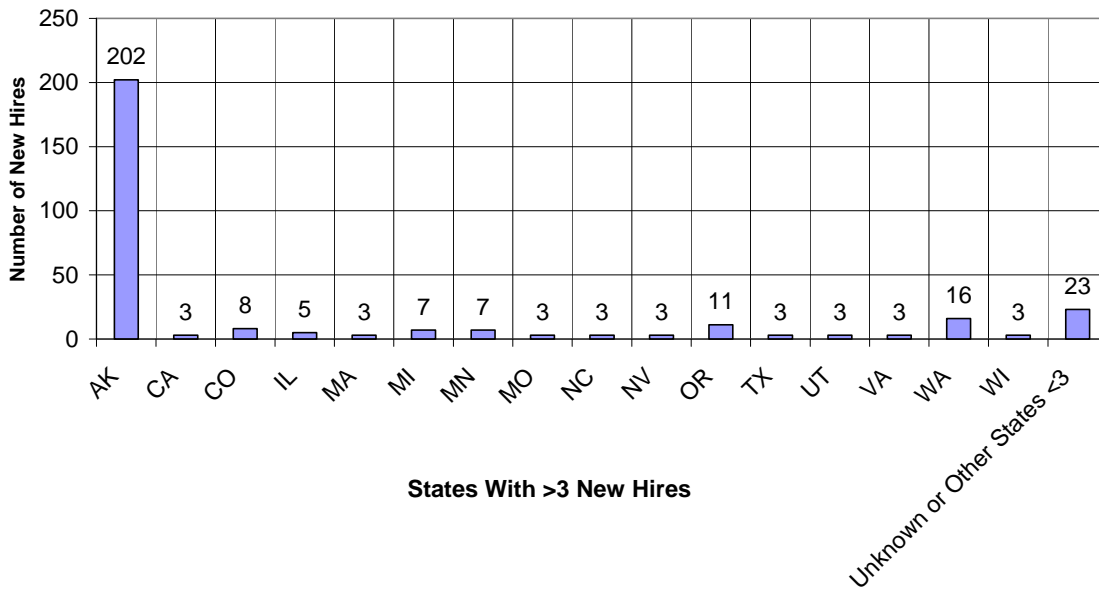
**Graph 2-A Diversity Data of New Hires - By AGE AND GENDER
2009-2010**



Where Do Our New Hires Live at the Time of Application?

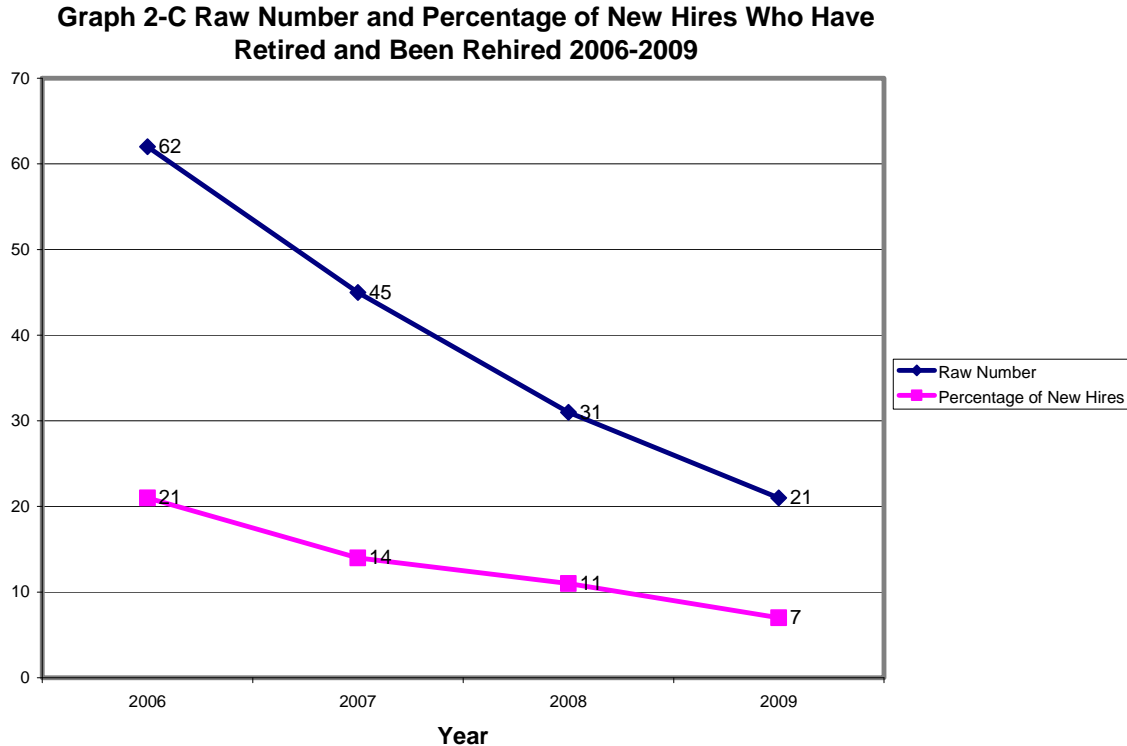
AppliTrack has allowed us to collect data that we were not able to easily extract from the previous tool. For instance, Graph 2-B answers the question, “Where did our new hires say they were living at the time of their application submission?” This helps us better coordinate contacts, processing appointments, and mailing of hiring information. However, when we examine the new hire’s “permanent address” on their application it appears as though many of our applicants are using relative, friends, or Alaskan PO Box addresses so we have taken the data with a grain of salt.

**Graph 2-B "Present Address" State at the Time of Application
New Hires 2009-10**



Retiree/Rehires

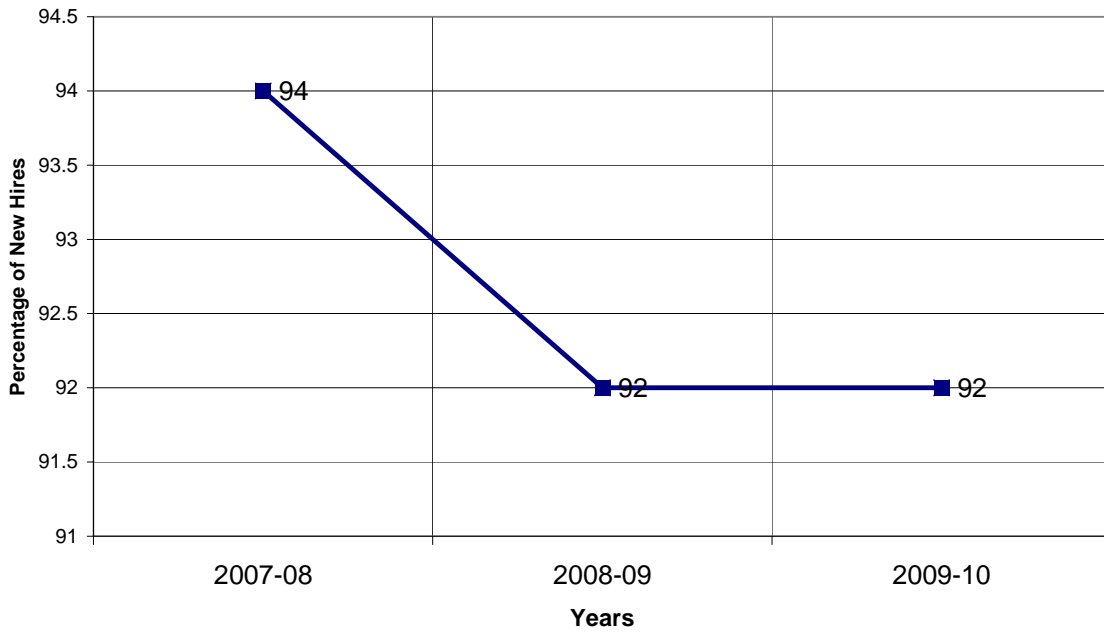
With the sunset of House Bill 161 the district is only allowed to hire retirees at less than a .49 FTE amount. There are no longer provisions for waivers for hard to fill areas. Beginning with 2009-10 HR will not need to automatically terminate retire/rehires to comply with issues associated with HB 161. Graph 2-C shows the four year trend by the District of hiring fewer and fewer Retiree/Rehires, both in number and by percentage of overall hire.



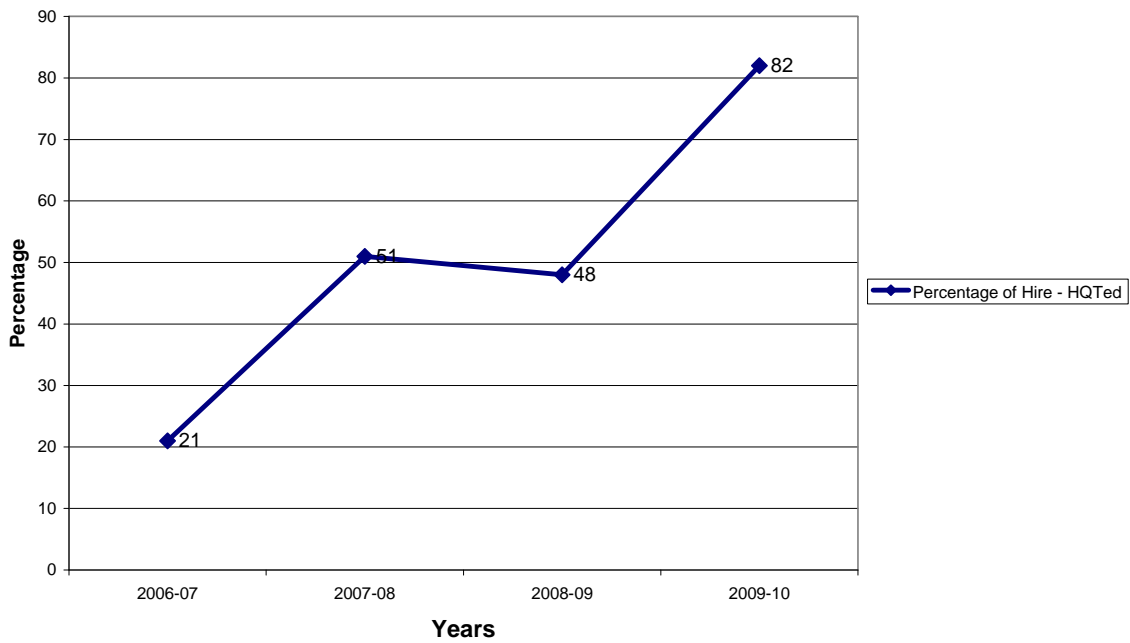
Certification and HQT Status of our New Hires

In order for a teacher applicant to become a contracted employee with the ASD they must hold their “yellow card” or actual Alaska teaching certificate. Likewise, we make great efforts to ensure that they have an approved Highly Qualified Teacher (HQT) designation that matches the Posting Vacancy Announcement job description (PVA) at the time of processing. If they don’t they sign a term letter giving them until December 15, 2009 to meet that hiring condition or face termination in May. Graph 2-D speaks to the percentage of new hires that were able to process (held a cert) at the time of this report and Graph 2-E speaks to the percentage that held an approved ASD HQT designation at the time of processing. Both graphs show the pattern for the last three school years.

Chart 2-D Percentage of New Hires Who Were Able to Process (Held an AK Cert) at the Time of This Report 2007 to 2009



Graph 2-E Percentage of New Hires Who Held an ASD Approved HQT Designation at the Time of Processing - 2006-2009



More Background Data on our New Hires

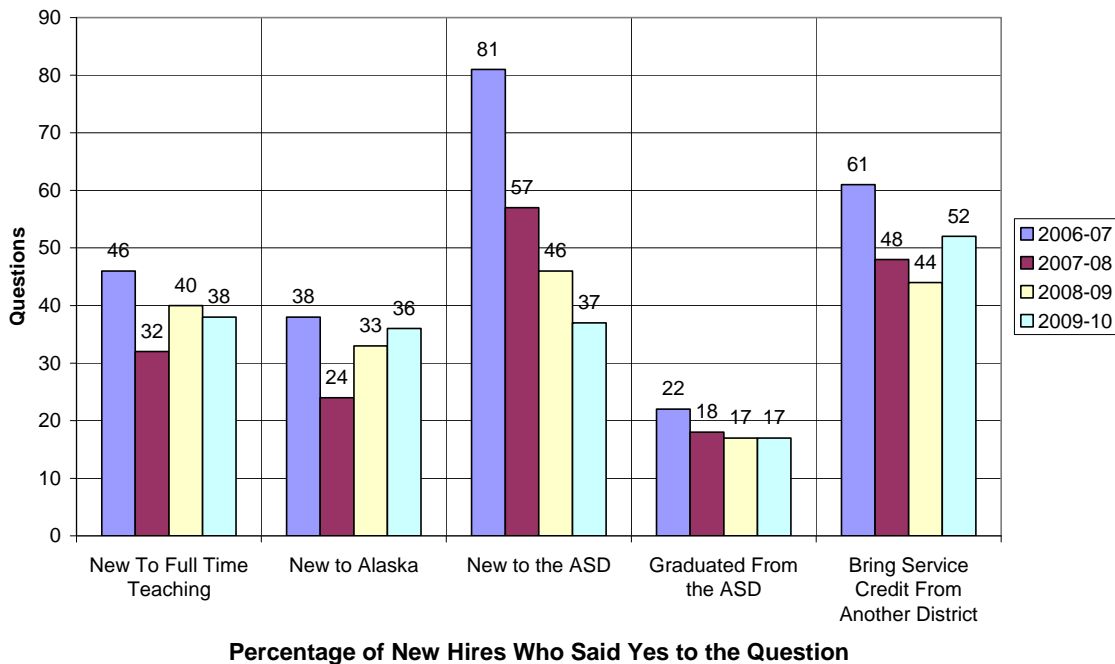
There are a number of data issues to examine, as we help focus our recruitment and understand the characteristics of our new certificated hires. Graph 2-F shows a three-year pattern for the following issues related to the overall percentage of our new hires. The following questions were asked of our new hires:

- Are you new to full time teaching?
- Are you new to Alaska?
- Are you new to ASD?
- Did you graduate from the ASD?
- Are you bringing years of service credit from another district?

The data source was initially (07-09) from surveys conducted at processing but in 2009 we were able to extract the data from the new hire's AppliTrack application.

The new hire data for 2006-07 was taken from 195 surveys collected during employee processing. In 2007-08 the data was extracted from 303 surveys and in 2008-09 276 surveys. AppliTrack allowed us to collect the data from the new hires original application. At the time of this data collection we had hired 325 new teachers.

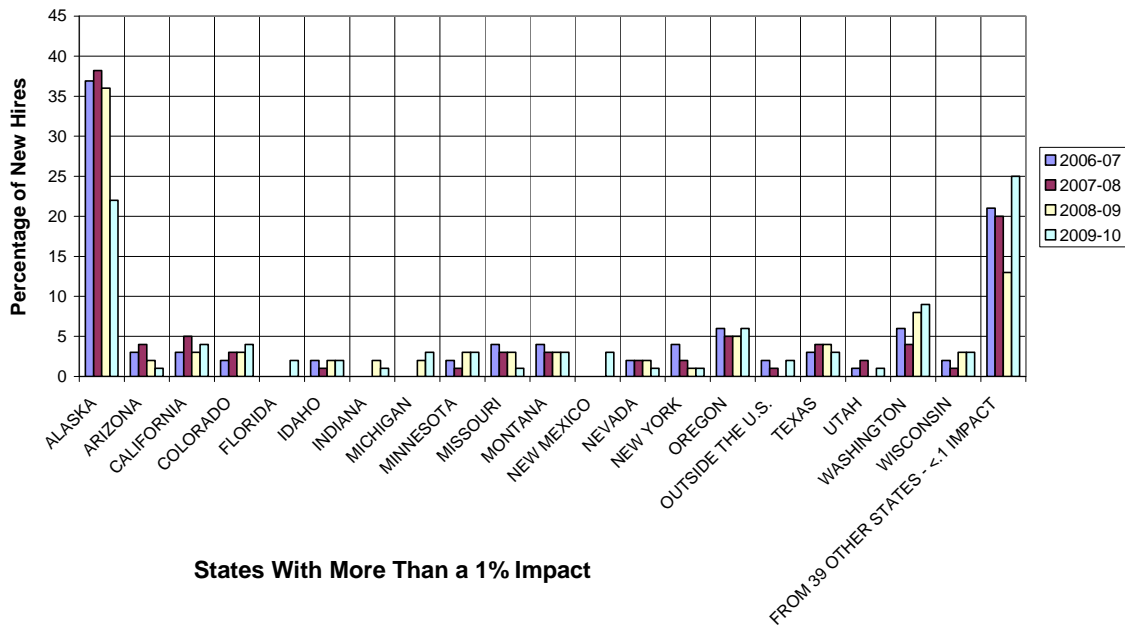
Graph 2-F - New Hire Background Data 2006 to 2009



University Preparation Background

Graph 2-G shows data on our new hires for the 2006-07, 2007-08, 2008-09, and 2009-10, relative to the state in which they completed their teacher preparation program. This data provides us with information as to which states we should concentrate our recruitment efforts. Since the hiring totals vary from year to year we used the percentage of hires, based on the total number of hires at the time the report was developed. Note the significant drop off in Alaska university hires during the 2009-10 hiring year.

Graph 2-G New Hire Teacher Preparation by State 2006 to 2009

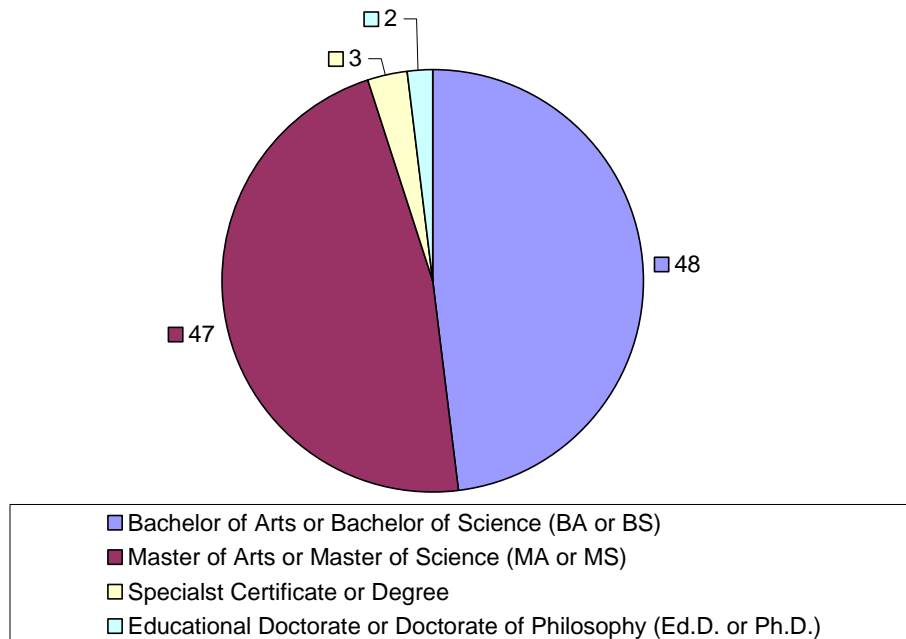


States With More Than a 1% Impact

Educational Background

AppliTrack has allowed us to easily extract data about our new hires that we have not been able to provide in previous reports. In 2009-10 the new hires possessed the “highest” degree as indicated in Graph 2-H. The values are the percentage of new hires who claimed they held that degree as their highest at the time of their application. It is significant to note – when we are discussing preparation quality – that almost half (47%) of our new hires came to us with a Masters Degree. The actual “lane” placement of new hires is made after the applicant’s transcripts are audited by one of the three alpha administrative assistants. A significant number of our new hires have credits past the actual degree.

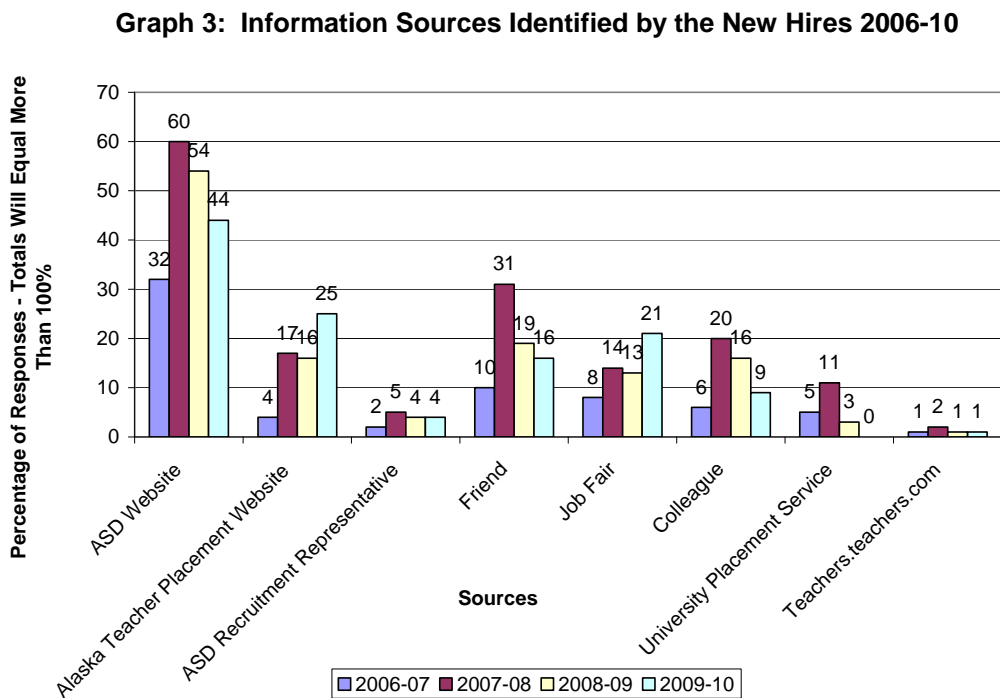
Graph 2-H: Highest Degree Held by Our New Hires at the Time of Application - 2009-10 - Value is by %



Where Did Our New Hires Hear About the ASD?

One hundred and ninety five respondents to the new hire survey in 2006-07, 303 in 2007-08, and 276 new hires in 2008-09 checked *one or more* of the following sources. We extracted data from 315 2009-10 New Hire applications indicating the top two ways the candidate “found out about us” and found information leading to their application and eventual hire. This process (quantifying only the top two) will become the new baseline for future reports. This information is invaluable to us as we develop and implement our annual Recruitment Plan.

Graph 3 Referral Sources for our New Hires 2006-07 to 2009-10

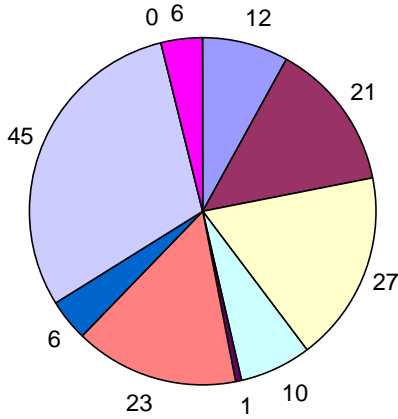


Why Did They Come to the ASD?

One hundred and ninety-five respondents to the new hire survey in 2006-07, 303 in 2007-08, 277 new hires in 2008-09 and the application data from 310 new hires in 2009-10 checked *one or more* of the following reasons “why” they decided to work in the ASD. That data in past reports would not provide any helpful pattern analysis so we have not compared apples and oranges, but have started a new baseline. In 2009-10 the percentage indicated in Graph 4 reflect a combination of the top two reasons identified by the new hire. Location (43%), Professional Growth (27%), Competitive Salary (23%), and Personal Factors (21%) represent the four highest categories.

**Graph 4 - Factors Impacting new Teacher's Decisions to
Come to the ASD 2009-10**

Numbers Represent the Percentage of Responses



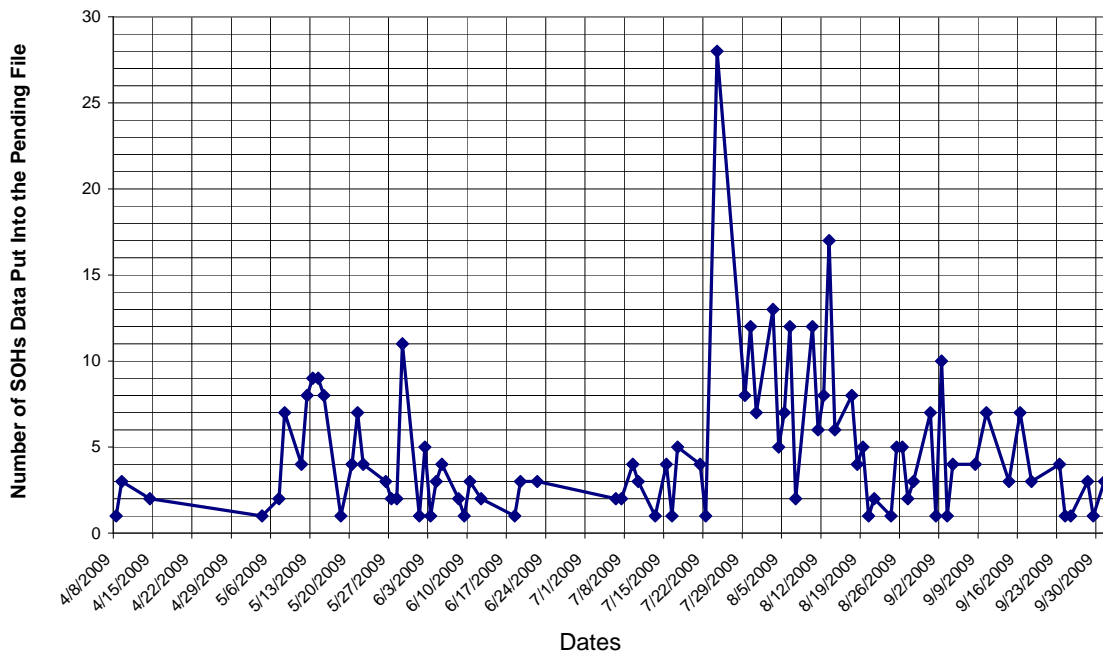
Location	Personal Factors	Professional Growth	Diversity of Community
Adventure and Travel	Competitive Salary	Outdoor Recreation	ASD Reputation
Mentoring Program	Other		

New Teacher Hire “Processing” Data for 2009-2010

Summary of HR Processing Trends

As we continue to look at our data, relative to our success and failure in filling open posted positions with exemplary teachers, we can't help but examine the hiring environment the Human Resources Certificated Team work under. Graph 5 examines the dates that Human Resources receives and processes a Summary of Hire. The dates are the days that the hiring paperwork is forwarded for the signatures of the Executive Directors and Director of EEO. The actual job offer is extended by HR following the collection of signatures. The actual contract processing may occur some time after that offer, depending upon whether the applicant holds a valid yellow card or teaching certificate. It is significant to note the lack of hiring in June and July (due to either content area freeze or hiring managers being off contract).

**Graph 5 - Number and Date of Summary of Hire Submissions to HR
4/01/2009 to 10/01/2009**

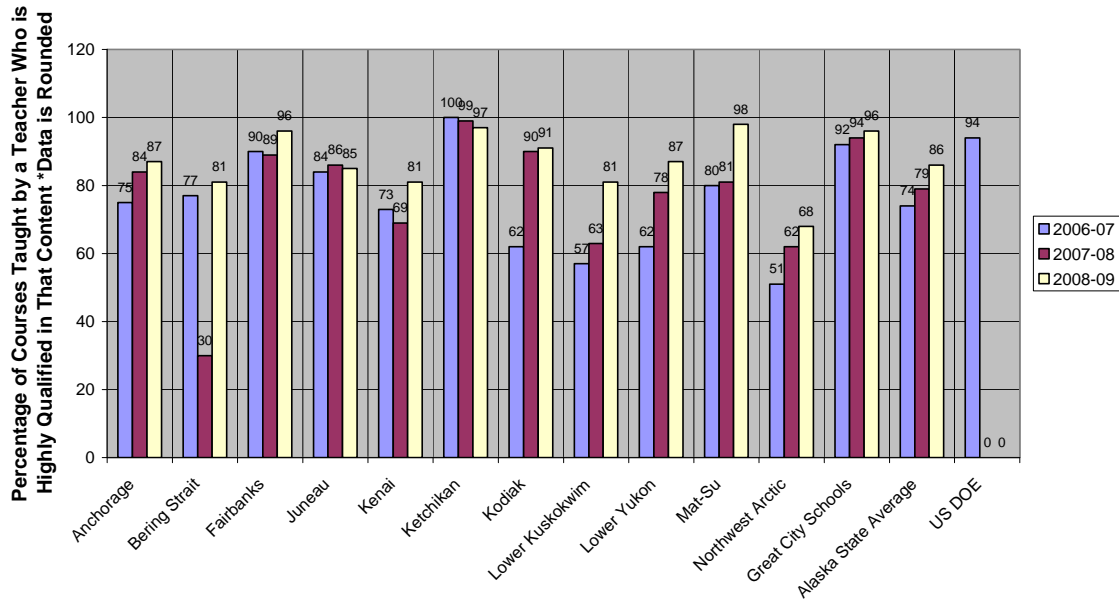


Highly Qualified Teacher Designation and Hiring

By State and Federal law the district is not supposed to hire a teacher who is slated to teach in a NCLB core content area, unless they are highly qualified. Likewise, the district is not supposed to assign a teacher to a NCLB core content area, unless they hold an approved HQT designation in that content area. Human Resources is put in the position of analyzing applications to determine if the candidate is likely to be able to obtain the approved HQT designation in the content area they are applying for. HR is 99% confident that when they release

an “eligible for further consideration” candidate to the hiring managers that the candidate should be able to obtain their HQT designation in that content area. However, the official HQT request, documentation, and approval process can take time. Possession of a valid Alaska teaching certificate is the first step toward being able to be processed as HQT. HR has aggressively stepped up our communication and education efforts, relative to what HQT means to our candidates and evidence of that is the dramatic increase in HQT status at time of processing. From an overall perspective the ASD has made steady and continuous growth toward 100% HQT status. Graph 5-A indicates the percentage of ASD courses that were taught by a HQT teacher in that content area and a comparison of how we stand on a state and national level.

Graph 5-A Comparison of Percentage of Classes Taught by Highly Qualified Teachers in That Content Area - Oct 2006 to Oct 2009



Eleven AK Districts; Great City Schools Averages; Alaska State Averages; US DOE National Average

New Hire “Pooled” Data for the 2009-2010 School Year

This section of the report will look at the size of the pool, characteristics of the pool, and the size of the pool in relation to the openings at various times of the year. The ethnicity breakdown of the pool of *non*-hired applicants was identified in Graph 2.

As previously described the certificated side of HR uses a “pooled” approach for most of our positions. The district currently has 723 released “eligible for further consideration” candidates for hiring managers to select from. It is critical to know the difference reflects a thorough “culling” process of candidates who have already taken positions. AppliTrack allows for easier communication with applicant, public notepad comments from principals, and automatic exclusion of non-submitted applications. Although there will always be candidates who are in the pool who have not notified us that their status has changed, these totals continue to reflect a more accurate pool.

- It is key to note that the 723 released applicants include:
 - Teacher candidates who may have accepted employment with another district and have not requested their application be removed or inactivated.
 - Teacher candidates who do not meet the specific needs of the district. For instance, our pool of social studies candidates was so large during the early summer that we stopped screening additional new applications.
 - A number of applicants who have been “released for further consideration”, but despite multiple interviews have not previously been selected during the site interview process.
 - Some of those applicants are released in multiple folders so that the 723 figure represents available candidates, but not necessarily 723 separate and distinct individuals.

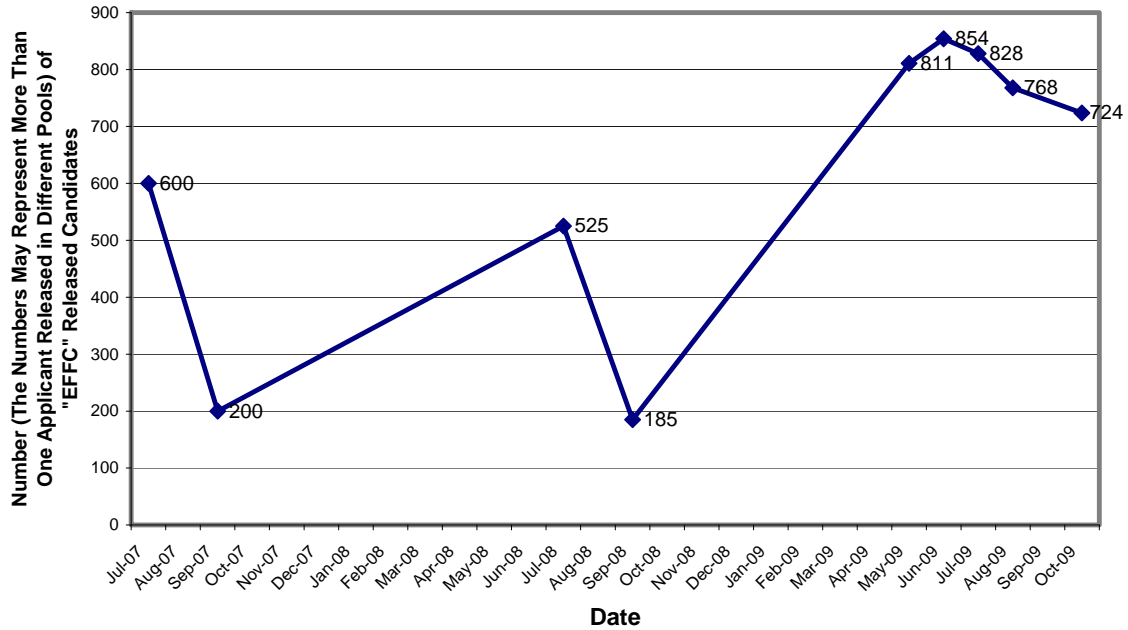
- We have current shortages (unfilled positions with no applicants) in:
 - Related Services
 - Spanish Immersion

- We continue to screen candidates in other hard to fill areas, such as special education, nurse, librarian, math and the released candidates are in most cases quickly hired.

Analysis of Our Pool of Teacher Applicants 2006-09

Graph 6 shows the overall pool number for a given point during the past three hiring seasons. Note that AppliTrack has allowed us to track the figure on an almost monthly fashion. The number of released candidates may include applicants who have been released in more than one content area.

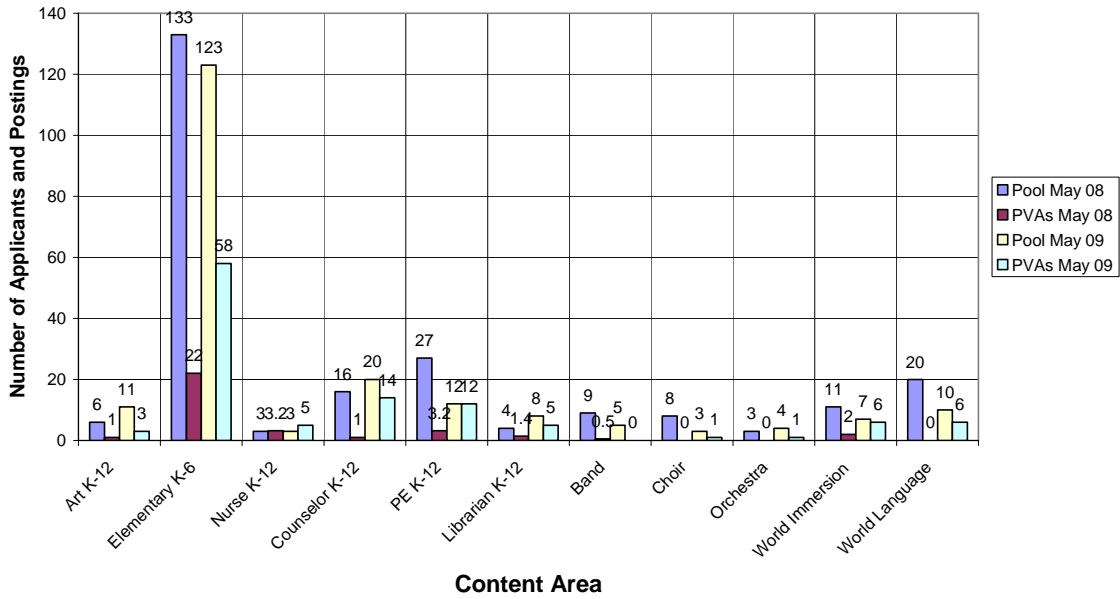
Graph 6 - Number of Applicants in "Released" Eligible-For-Further-Consideration Pool 2006-2009



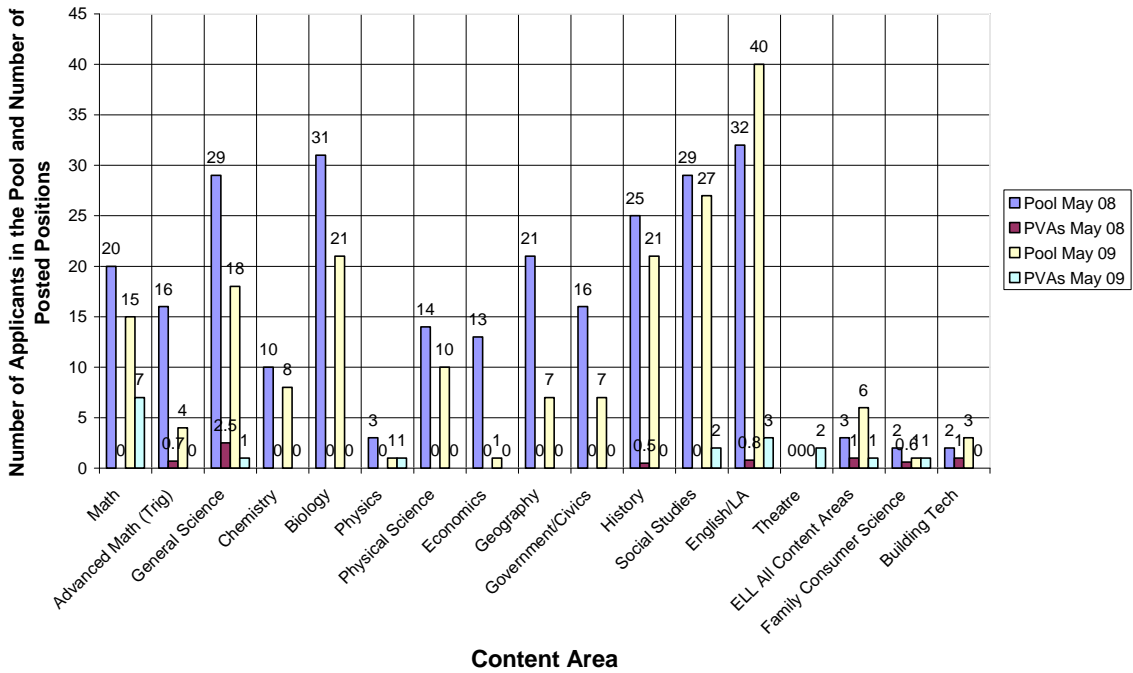
Postings (Demand) Versus Pool (Supply)

Graphs 6-A, B, and C show the number of posted PVAs and the number of released candidates (pool) in that content area. The data was drawn just prior to the annual Staffing Meetings in May of 2008 and May of 2009. Graphs 6-D, E, and F show the same categories of postings and pools, but the data collection time period was July of 2008 and July of 2009. We have not included all variations of possible positions, but focused on the core and related core discipline areas. For ease of viewing we divided positions into six separate graphs so that a large variety of content area postings and pools can be identified.

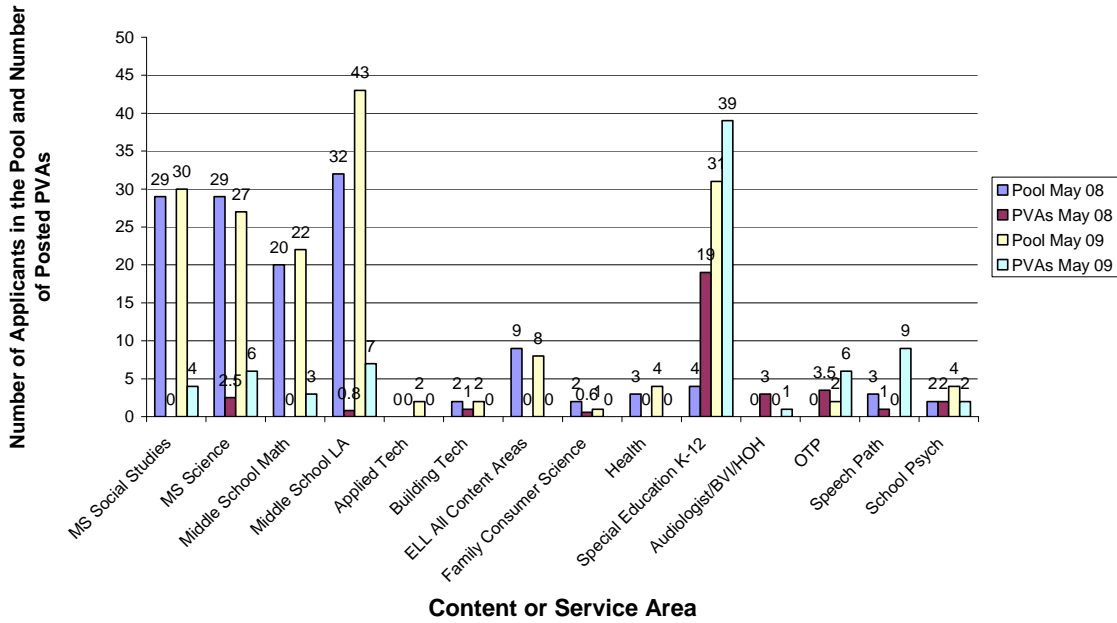
**Graph 6-A - Elementary K-6 and K-12 Electives and Some Type C Certificated Pools and Postings
May 2008 and May 2009**



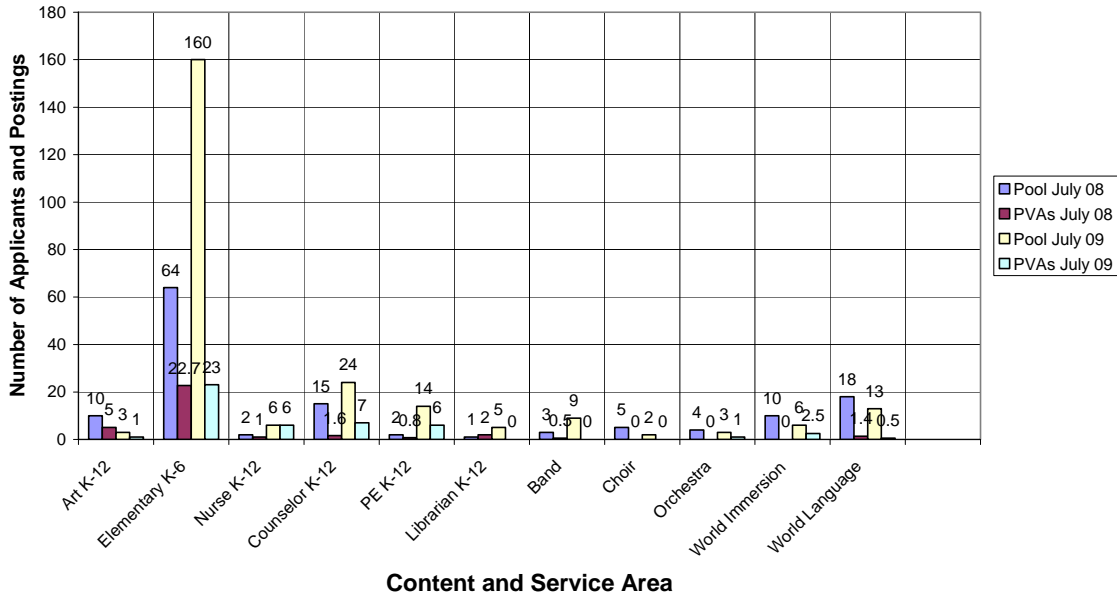
**Graph 6-B High School Pools and Postings
May 2008 and May 2009**



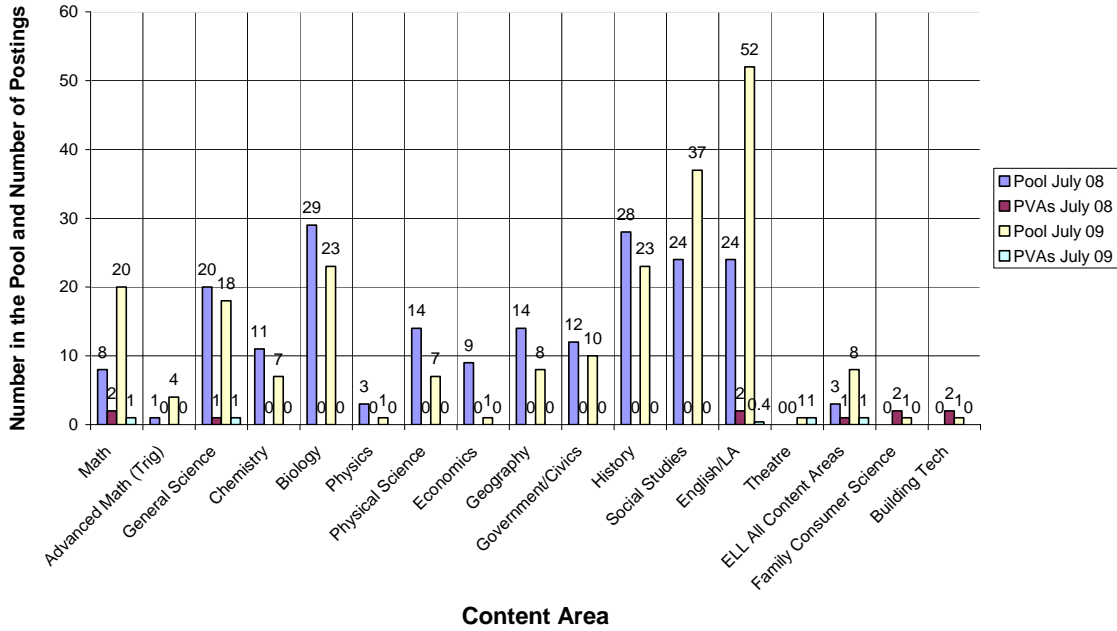
**Graph 6-C Middle School, K-12 SPED and Related Service Pools and Postings
May 2008 and May 2009**



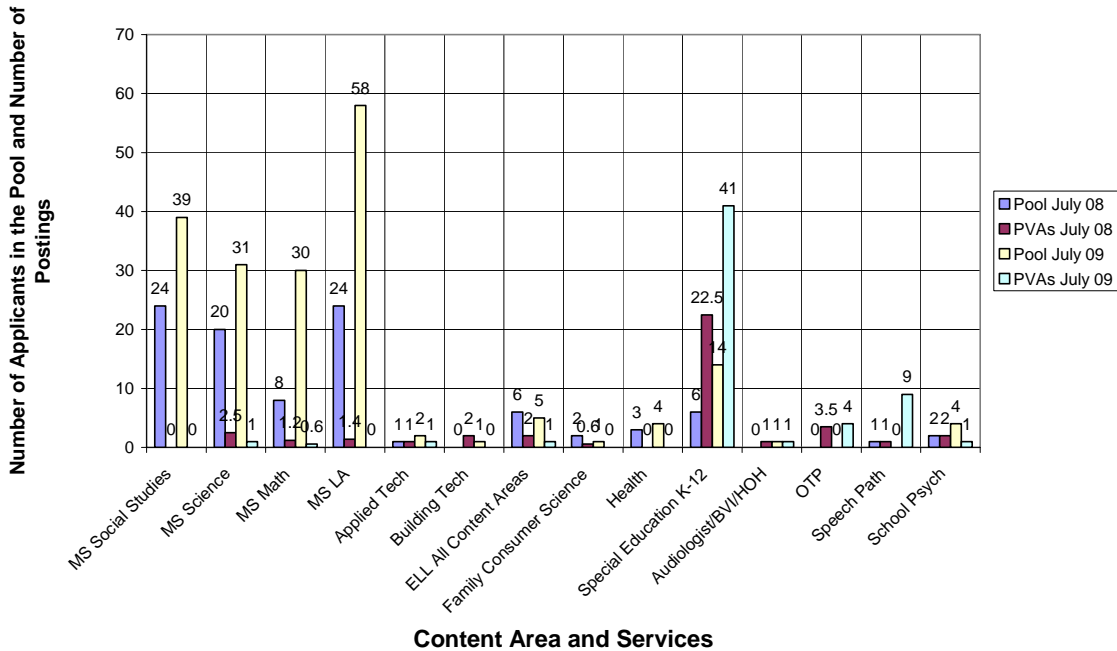
**Graph 6-D - Elementary K-6 and K-12 Electives
and Some Type C Pools and Postings
July 2008 and July 2009**



**Graph 6-E High School Pools and Postings
July 2008 and July 2009**



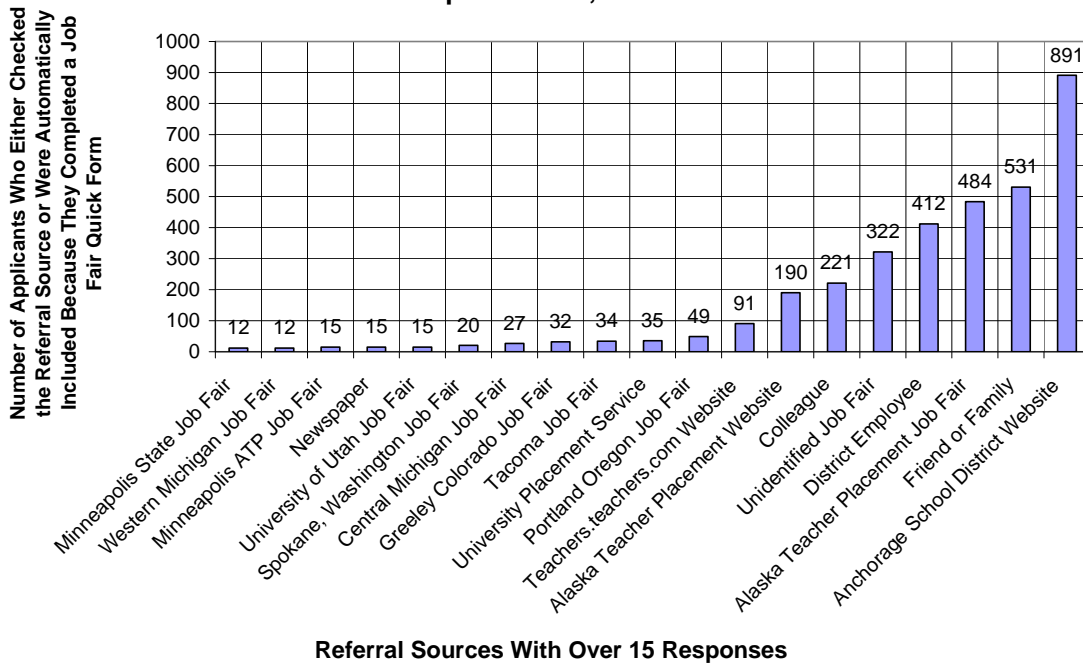
**Graph 6-F Middle School, K-12 SPED and Related Services
July 2008 and July 2009**



Pooled Non-Hired Referral Sources 2009-10

Another new section of this year's report is a look at how our remaining pool of non-hired applicants were referred or found out about the ASD. The figures showed some differences between hired and non-hired applicants. Specifically, non-hired applicants indicated the website Teachers-Teachers.com, family and friends, and the ASD website were sources of referral at a greater rate than new hires.

**Graph 8 - Pooled Applicant Referral Source Based on Application Selection and Automatic Job Fair Quick Form 2009-2010
September 28, 2009**



Retention Data 2006 to 2009

School by School Transfer Requests

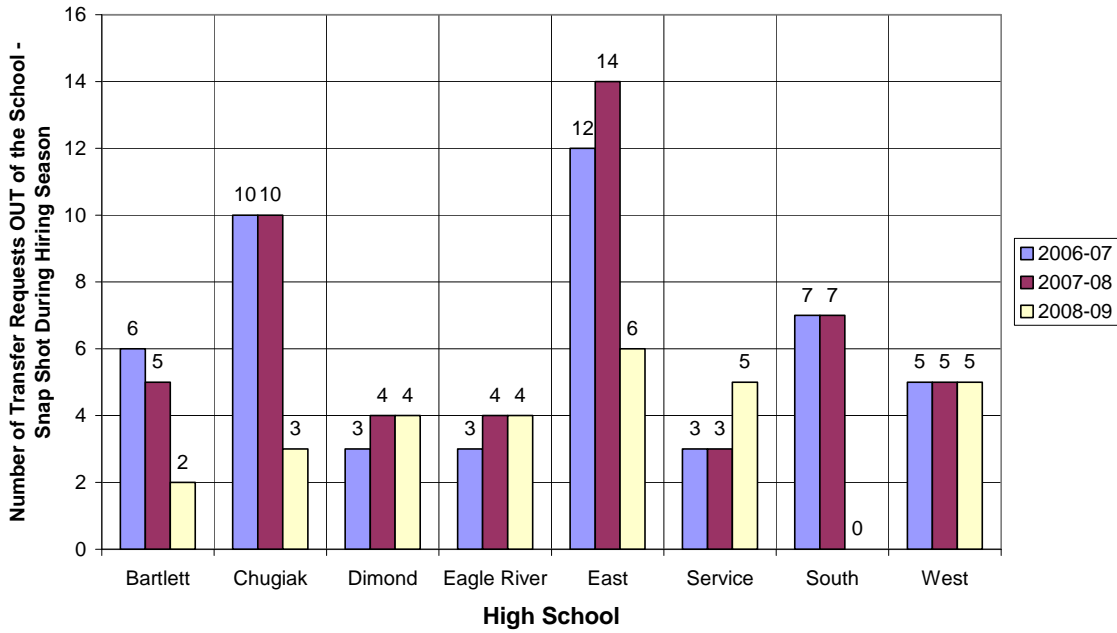
Teacher transfer requests are a “job right” that is governed by the ASD/AEA Negotiated Agreement. Transfer request applications are done online using the AppliTrack tool. At the May staffing meeting displaced staff are placed, transfer requests considered, and then return-from-leave (RFL) employees are placed. Until transfers are considered and involuntary displacements and RFL employees are placed, intents and other new hire processing – in that content area – can’t be processed. Transfer applications can be entered, modified, or withdrawn at any time so getting a firm grasp of the total number of transfer requests is difficult. The number of transfer requests literally changes on a daily basis, both in the number of actual new requests and the specifics of where they would like to transfer. As of October 1, 2009 there were over 316 completed transfer processes associated with the 2009-10 school year. This figure includes displacements, RFL, and voluntary transfers (includes location changes and FTE adjustments). It is important to note that transfers are requested for a variety of reasons. An analysis of the reasons listed in actual transfer request applications indicates they are submitted for reasons such as:

- Location adjustment due to housing or family issues
- Professional challenge (i.e., divisional change)
- Need for change
- Professional disagreement with direction of the transfer’s current school (i.e., “ABC” type teacher in an “optional setting)
- Feeling of non-support by current school or principal
- Desire to work with other professionals

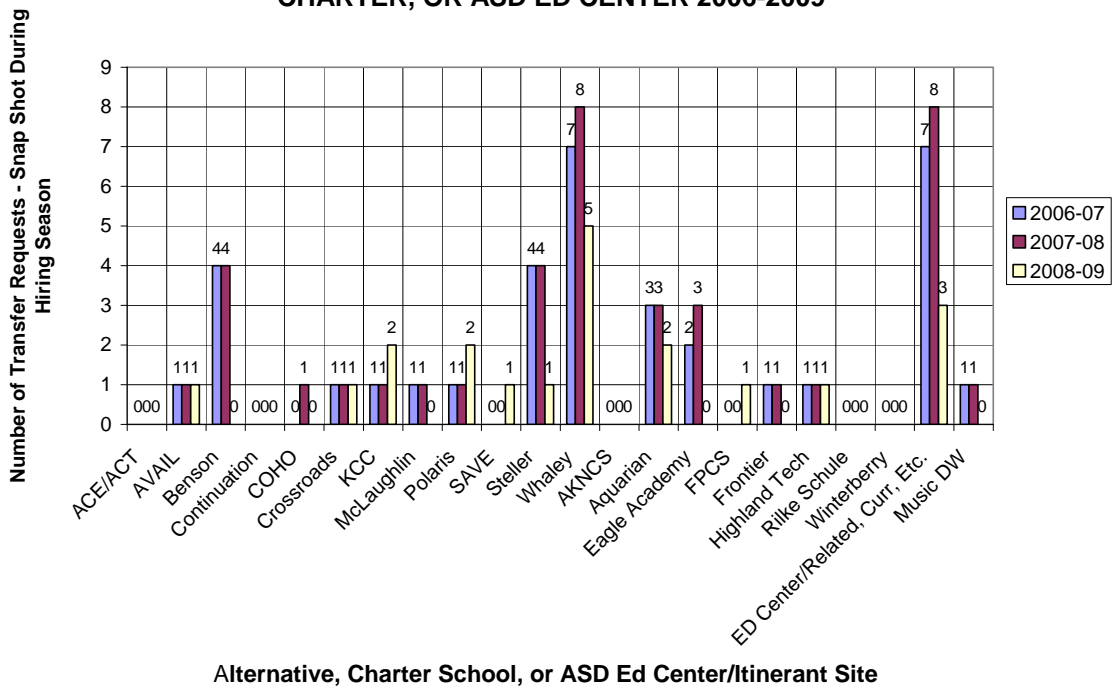
It is therefore important to carefully interpret the transfer data, as to “reason.” Individuals should not jump to quick assumptions that because a school has a large number of requests out of the school that it is because the school is in “trouble,” or there are “leadership” issues. It is important to also remember that the number of transfers may reflect the same two or three individuals who do not get picked up during the transfer process.

Graph 9-A, B, and C show the number of transfer requests out of the identified school sites. The data was extracted from the transfer tools in July of the school year. Data for the 2009-10 school year will be included in next year’s report. Graph 9-D and E show the total number of transfer requests out of the elementary sites. Graph 9-D represents elementary schools that have had “less” than 10 transfer requests out of their site during the last three school years. Graph 9-E identifies the elementary schools that have had “more” than 10 transfer requests out of their site during the last three school years.

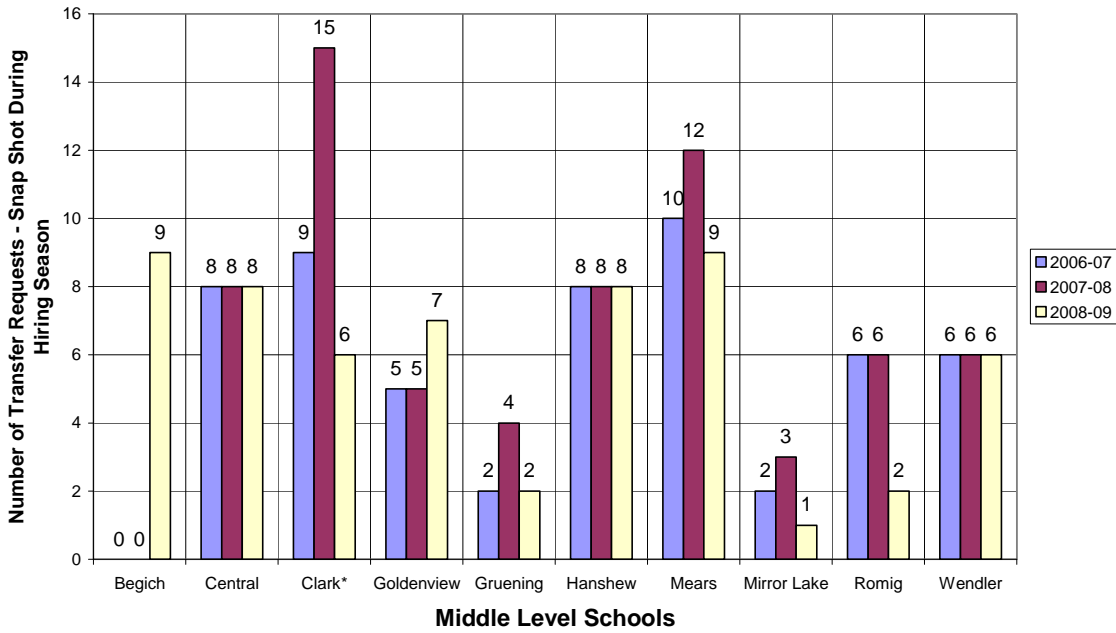
**Graph 9-A Number of Transfer Requests OUT of the HIGH SCHOOL
2006-2009**



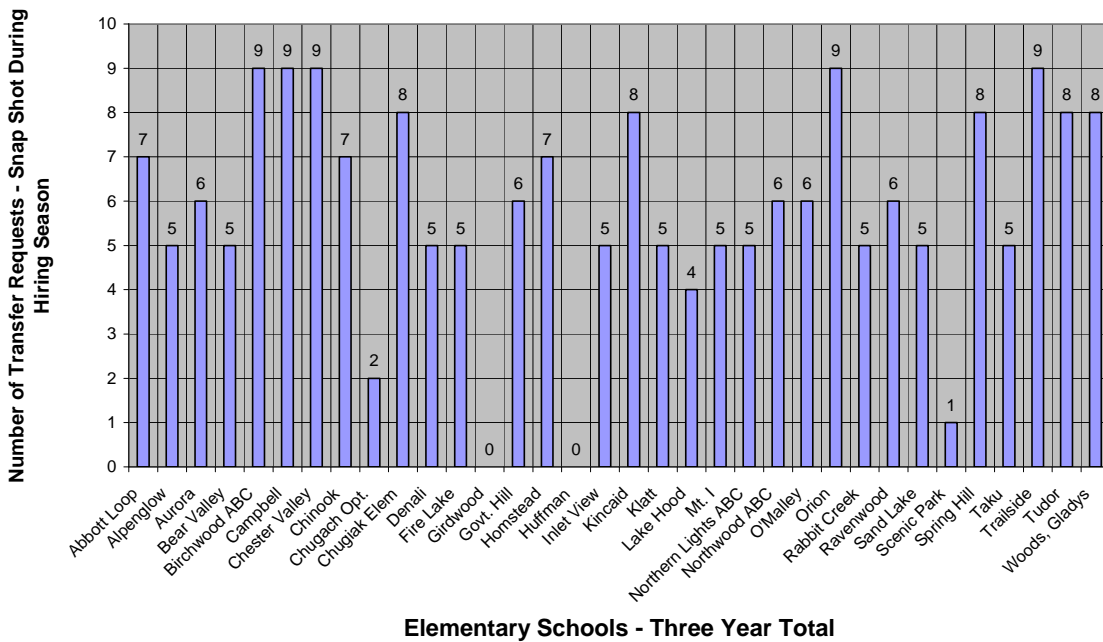
**Graph 9-B Number of Transfer Requests OUT of the ALTERNATIVE,
CHARTER, OR ASD ED CENTER 2006-2009**



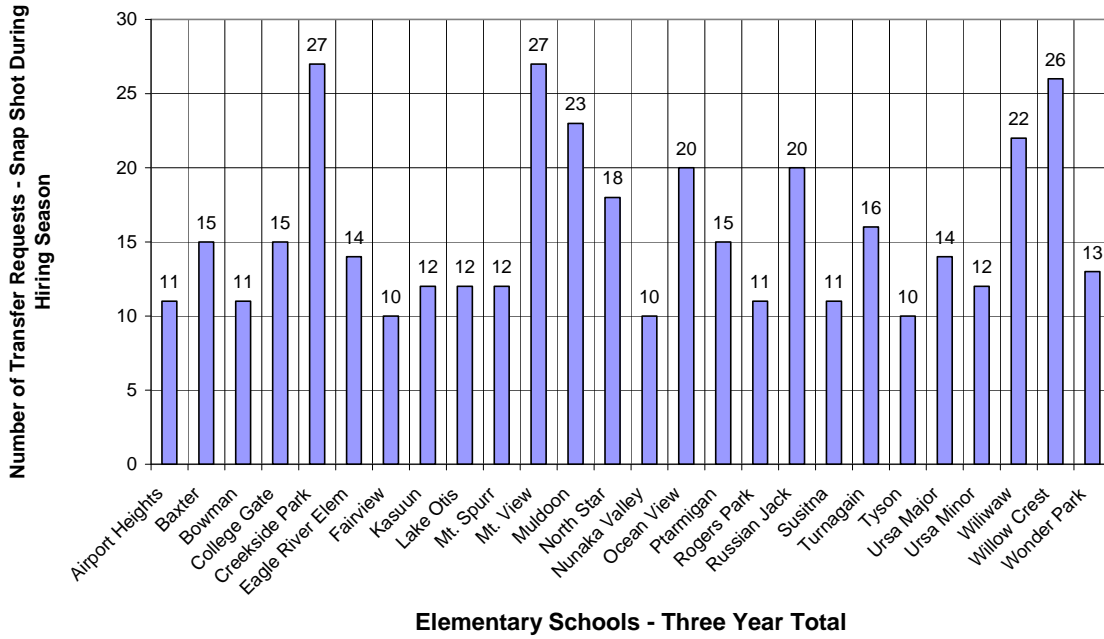
**Graph 9-C Number of Transfer Requests OUT of the MIDDLE LEVEL
2006-2009**



**Graph 9-D Number of Transfer Requests OUT of ELEMENTARY
"LESS than 10 Requests" 2006-09**



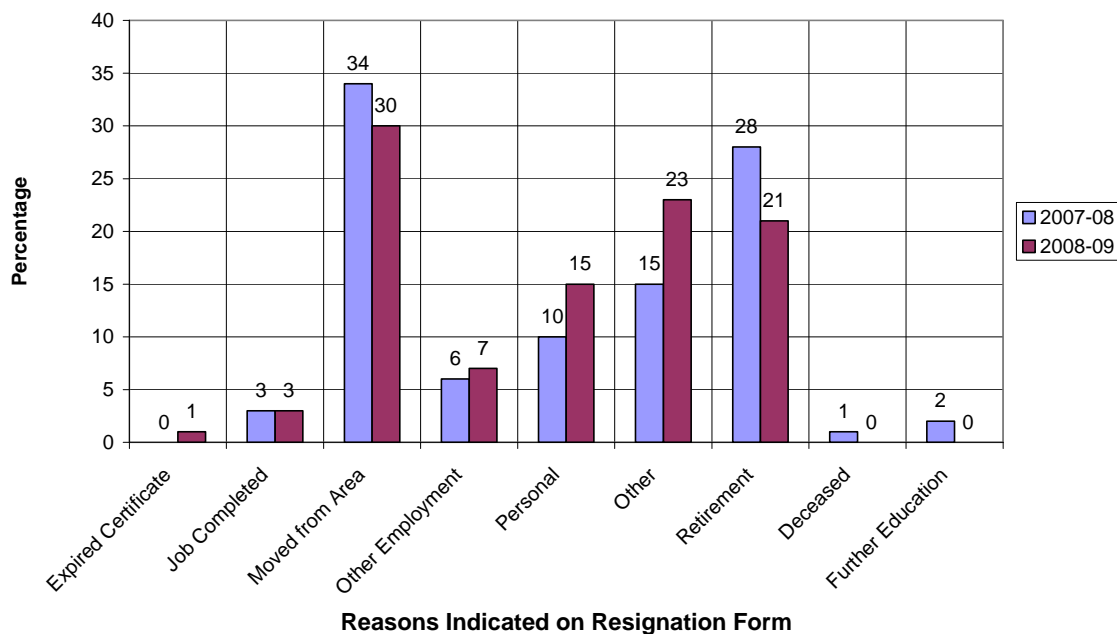
**Graph 9-E Number of Transfer Requests OUT of ELEMENTARY
"MORE than 10 Requests" 2006-09**



Resignation Reason Data

When a certificated teacher resigns their position with the district a resignation form is completed to process the resignation. The resignation form is supposed to be filled out by the teacher. When the form is completed by the employee in most cases they check a “reason” for the resignation. However, HR will not “guess” if the information is not provided, either on the form, or through other means. The data on Graph 10 indicate the percentage of reasons for certificated resignation during the past two school years.

**Graph 10 Reasons for Resignation by Percentage
2007-08 and 2008-09**

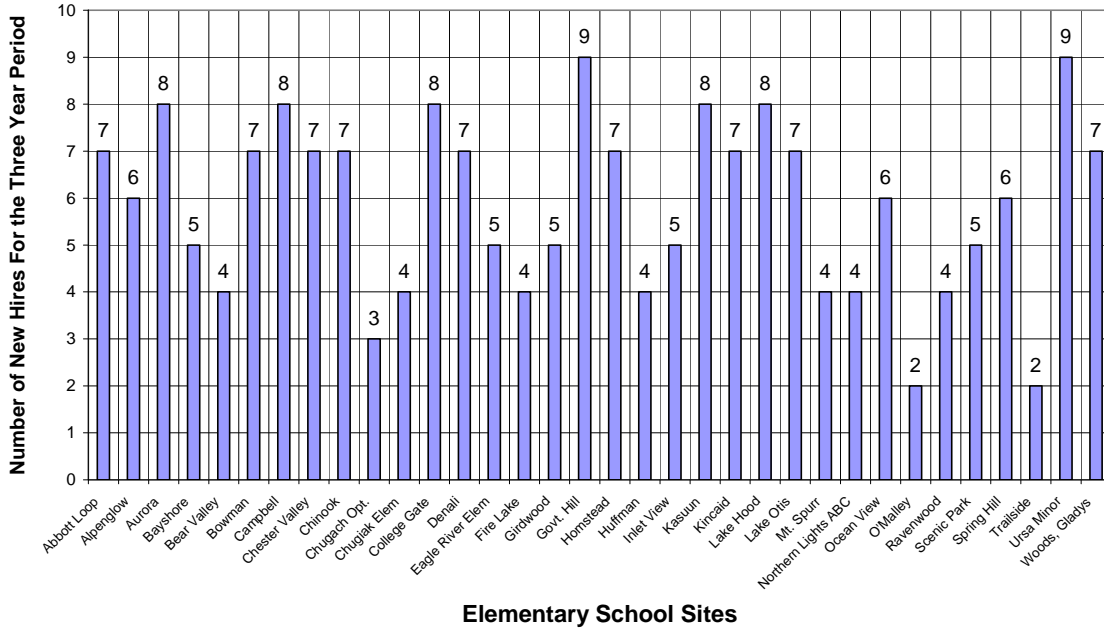


School by School New Hire Data

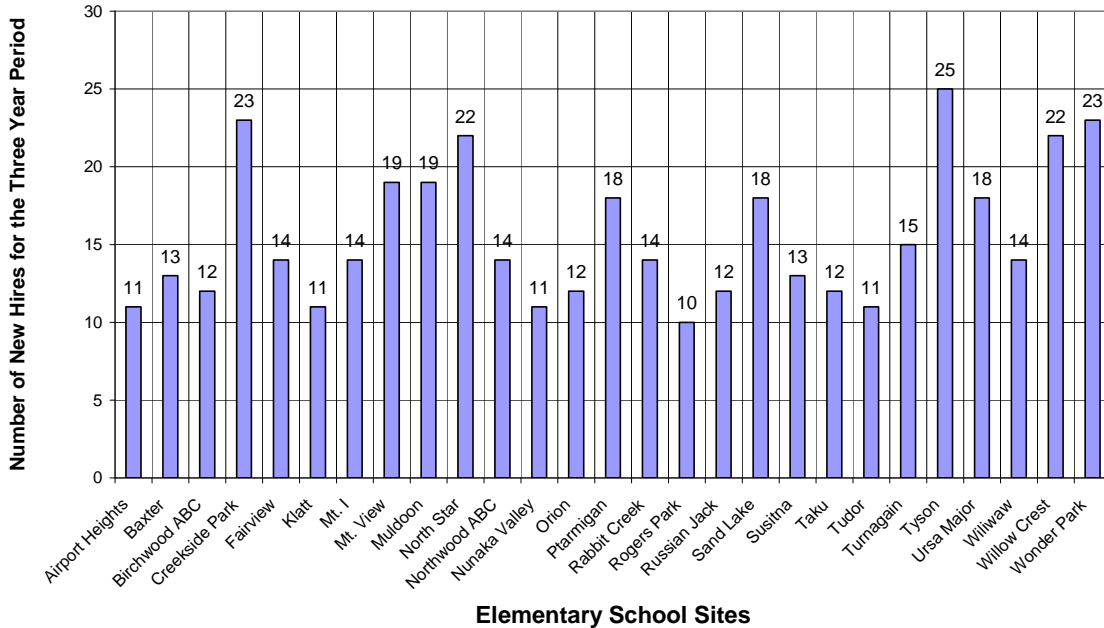
Schools’ hiring needs change from year to year, depending upon a variety of factors. Resignations, transfers, additional FTE from the division, and additional funding for staff (Stimulus, SPED, etc.) all play into the number of new hires made by a school. Likewise, some schools are simply more “stable” and staffs just don’t leave as quickly, or as often. Some school principals prefer hiring new staff over transfers. Some new hires are attracted to Title I locations because it enables them to get loan forgiveness on federal student loans. Graph 11-A and 11-B show the total number of new hires at elementary sites during the 2006-07,

2007-08, and 2008-09 school year. Graphs 11-C and D show the same data for the High School, Middle School and Charter School levels.

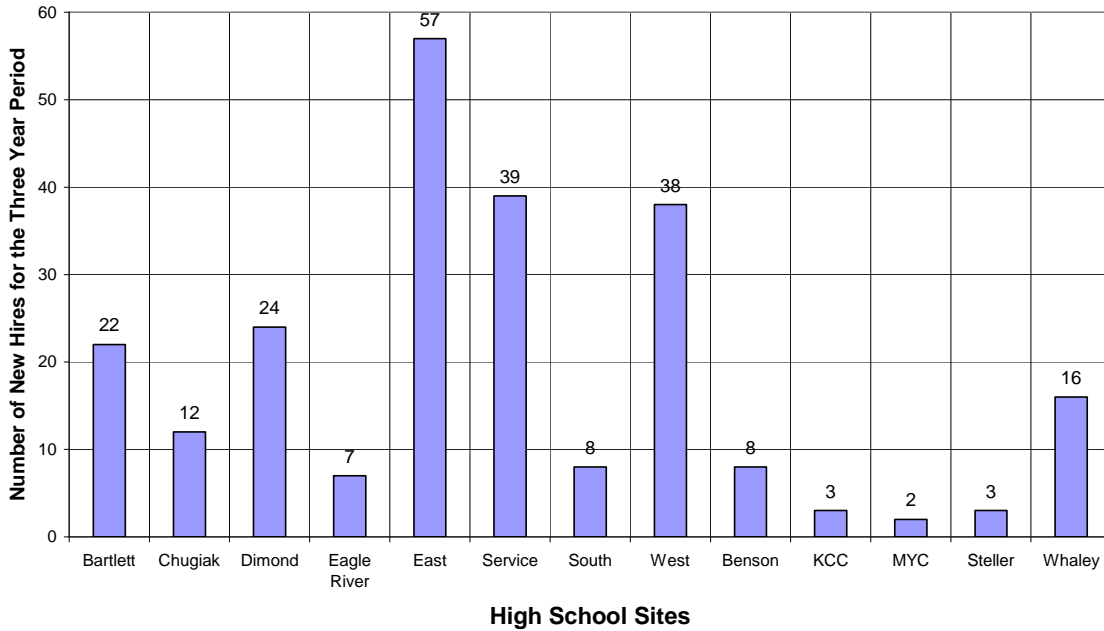
**Graph 11-A Elementary Schools With LESS Than Ten (10) New Hires
2006-07 to 2008-09**



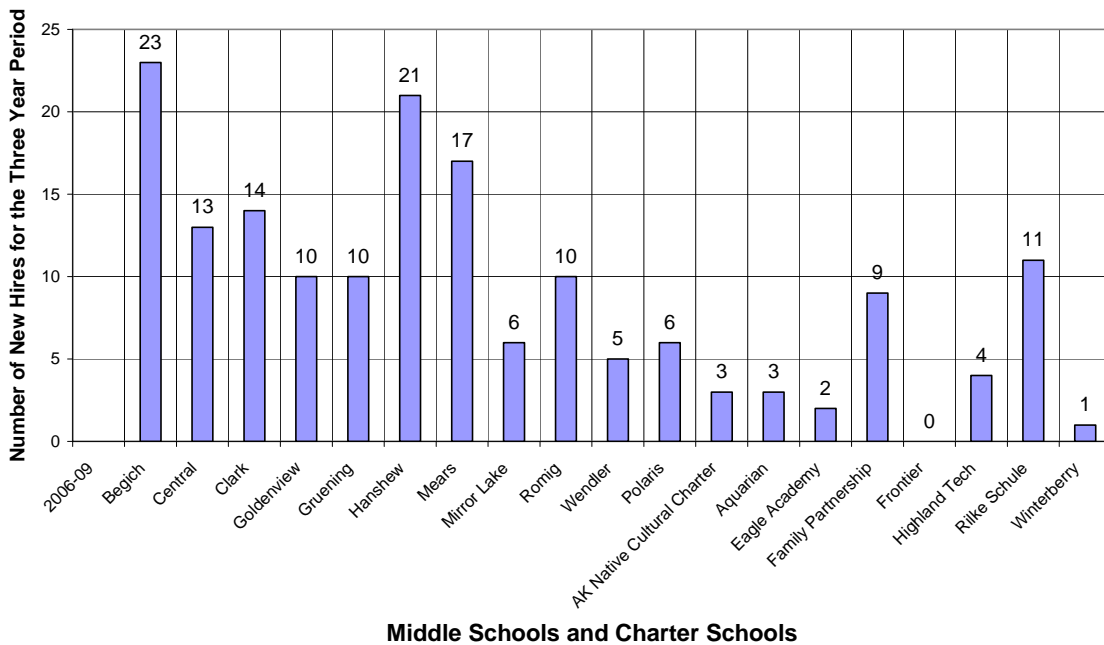
**Graph 11-B Elementary Schools With MORE Than Ten (10) New Hires
2006-07 to 2008-09**



**Graph 11-C High School Level New Hires
2006-07 to 2008-09**



**Graph 11-D Middle School and Charter School Level New Hires
2006-07 to 2008-09**



Have We Met the Goals of the 2009-10 Recruiting Plan?

2009-10 Recruitment Plan Observations

The Certificated HR Team won't be completely satisfied until we have all teachers hired in June and complete satisfaction by the hiring managers relative to the new hire qualifications and performance levels ☺. Understandably, that lofty goal is outside the authority, power, or influence of HR to accomplish. We did, however, make significant gains in the areas identified as priorities in last year's report.

Online Presence – Greater attention was paid to all three websites used by the ASD. At first blush the data would seem to indicate that it might be time to drop Teachers-Teachers.com, but the number of pooled applicants that weren't hired indicated it was still a significant referral source. The ATP website was useful and will become even more so during the 2010-11 hiring season as ATP is working with AppliTrack to develop interfacings that will allow a more seamless posting of ASD jobs into the ATP website. HR worked with the Communications Department on new portal entries that provide more information to our candidates, whether they are new applicants, transfers, summer school teacher candidates, student teacher interns, or ASD teachers applying to mentor. We credit the increase in the number of new hires who had their ASD HQT designation processed partially to the increased information available at the ASD website.

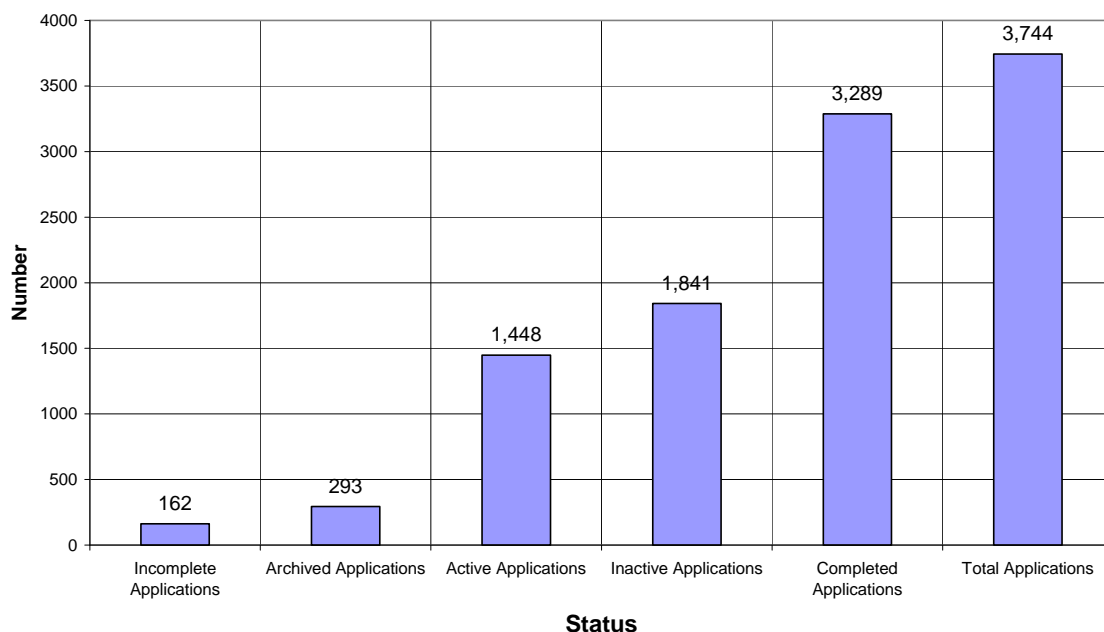
Head Recruiter – This position has become crucial to the accurate analysis of our teacher applications. With the complexity of multiple state certification and HQT processes the knowledge base that Dolores Solano brings to the position is paramount. Although the position spends a great deal of time on the road -- as the point person for our job fairs -- a far more significant amount of her time is spent in front of the computer making decisions about whether we are confident that an applicant is going to be able to be certificated and highly qualified. After the start of the school year we found that at least a third of our applicants will not be able to obtain the necessary requirements for hire (certificate, HQT, Visa, etc.). The rejection process associated with those applications is incredibly time-consuming. The Regional Recruiters (who worked on \$7,500 Special Activity Agreements) did a superb job of providing support for the Head Recruiter at fairs, conducting screening interviews, and representing the district at particular college campuses.

University Collaboration – We have worked closely with UAA, APU, and other universities. We have made multiple presentations to the UAA and APU student teacher cohorts on interviewing and the application process (both for their student teaching placement and for future teacher employment). The HR Director remains on the UAA College of Education Advisory Board and assisted

with interviews for the DEED Alternative Certification (AKT2) process. Although we feel our state university contact and communication increased, the actual number of hires showed a significant drop. That is a concern. Of the 129 released Elementary candidates still in our pool as of October 1, 2009 fourteen were from UAA, four from UAS, four from APU and four from UAF (the total represents 20% of our *non*-hired pooled elementary applicants).

Application Process – We are ecstatic about the AppliTrack tool. The tool is intuitive and easy to use for applicants, is easy to manipulate for hiring managers, provides an incredible level of documentation, supplies a multitude of mechanisms for communication, and has significantly reduced the “paper” previously associated with applications. I can’t remember the last time a principal came to HR to look at an applicant’s “hard” file. They don’t need to because what they need is in the application, or scanned and attached to it. Graph 12 shows the volume of applications that have been analyzed and dealt with by the HR Certificated Team since November of 2008.

**Graph 12 - Number of Certificated Applications and Processing Status
10-01-2009**



We are currently using AppliTrack for all certificated positions (AEA, APA, ACE and Exempt), certificated AEA transfers, student teachers/interns, administrative interns, and certificated summer school applications. Likewise, TPD is using the tool for AEA members who want to be selected as an AEA/ASD teacher mentor. We are especially satisfied with the documentation and communication provided by the tool. The documentation has assisted us with a number of legal issues (false applications, etc.) and the ability of the tool to allow for direct email

communication with the individual candidate or through a series of “batched” emails has been extremely helpful to HR and to the candidate. One candidate – after receiving four individual and “form” emails from HR – wrote:

Hi Mr. Boyer, I just wanted to give you some positive feedback. As an applicant, I am very impressed with how well you communicate the process for getting hired, and inform us of what is going on as we sit and wait for jobs to open. I, and I am very sure other out-of-district applicants, really appreciate your honest communication. No other district that I have applied for has ever been so good at communicating. I appreciate this and I know how hard this must be for you.

Sincerely, S.O.

AppliTrack has made the applicant tracking and hiring process manageable and less daunting for both the candidate and HR. One can certainly imagine old paper systems that tried to track 3,000+ applications for one hiring season.

Early Staffing – We have good news and bad news to report in this area. The good news is we held our staffing meeting even earlier (first week of May). The bad news is that the number of displaced and return from leave teachers who were not able to be placed at staffing “froze” hiring in a number of content areas. It can not be reiterated enough that if the bulk of hiring is not completed by mid-June the quality and numbers of available teachers in the pools decrease significantly.

Accurate Pool – We now ask our pool of candidates (using the batch email tool) to notify us if they are no longer interested in employment, have been hired, are now under contract, etc. Likewise, principals use the notepad in AppliTrack to help inform HR when they have been told by an applicant they are no longer interested in employment. HR follows up on the “prompt” and we believe have much more accurate and “real” pools than in previous years. This is especially true during the prime hiring season.

“Grow Our Own” – As a Graph 2-F previously indicated about 20% of our annual hires are products of the Anchorage School District. Having said that, we also continued to support and help monitor the “General Ed to SPED Tuition Support Program,” which has brought a significant number of Anchorage residents into the district who might otherwise not have been able to be hired (due to their competitive content area). To date SPED has paid out over \$32,000 to General Ed to SPED hires who are taking course work toward their SPED endorsement.

Immigration Work – The district currently supports seven teachers’ H1B visa or green card processes. The teachers are in hard to fill areas (i.e., Japanese Art Immersion). If needed, we have been successful in using our association with UAA to apply under the umbrella cap exclusion of the university.

Shift in Job Fair Approach – The district used to send teams (3 to 6) composed of recruiters, principals, or central administrators who conducted large numbers of interviews at the job fairs. Three years worth of accountability reports confirmed that less than 10% of those interviewed ever actually applied to the District. For the 09-10 hiring season we used two person teams (Head Recruiter and either a Regional Recruiter or HR representative) and spent our time at the job fairs “selling” the state and district, getting interested applicants to complete the online job fair quick form, and conducting screening interviews only in those content areas of high need (Immersion, SPED, Math, Librarian, etc.). We believe this approach was not only as effective (we followed up with email prompts to those who had completed Job Fair Quick Forms), but certainly more efficient and cost effective.

Focus Shift From Pool to Unfilled – AppliTrack has allowed us to focus our application review, screening and recruitment to those areas that exhibit a need at any given time. For instance, we were able to let social studies applicants know in May that given six displaced social studies teachers, three social studies teachers returning from leave, 30+ released eligible for further consideration new hires, 25+ transfers, and 20+ social studies teachers already scheduled for screening that we were not processing any new social studies applicants until after August. We are continually reviewing and adjusting our recruitment focus based in the supply of the pool and demands of the district.

Related Services/SPED – The Related Services Supervisor (Kate Konopasek) working with SPED and Related Services recruiting attended a number of fairs, universities, and conferences specifically focused on Related Service positions. The Special Education Department provided the funds for those specific recruitment efforts. The Related Services Department also worked with Purchasing to pursue contracted services for Speech Pathology work. Those efforts met with mixed success and are extremely expensive to fund. More successful were the efforts to recruit School Psychologists. This is the first year in recent memory we have not had a significant number of Psych openings at the start of the school year. Credit for this success goes to the intern program supported by the ASD, effective Related Service recruiting, and the signing bonus and 6% pay differential afforded by the last contract. SPED and HR meet weekly on hiring and recruitment issues and we certainly feel that this collaborative spirit has made for a better hiring environment. We have the fewest number of Special Education positions posted in October of this year than at any time this decade.

Job Fair Analysis

Job Fair “success” requires looking at a number of factors.

- Was the fair well attended (both other districts and applicants)?
- Was the fair cost effective, relative to travel and participation costs?
- Were there candidates who were receptive to moving to Alaska?

- Were there candidates in specific needed content areas that we were able to interview?
- How much “business” did the recruiting team get at the district’s both?
- Did we get signed intents of employment at the fair?
- Did we get a large number of prospective applicants to fill out the Job Fair Quick Form (so that we could follow up with other communication)?
- Did the job fair quick form applicants follow through with a complete application, Skype/phone/face-to-face screening interview, and release at a later date?

Based on those questions, an analysis of the data, and conversations with the recruiters involved in the fairs we rated the fairs in the following fashion. Fairs attended only by Related Services/SPED were not analyzed, as they are funded and selected for attendance by SPED.

- 1 – Excellent Job Fair – Go At All Costs
- 2 – Good Job Fair - Go Again If Money Allows
- 3 – Fair Job Fair – Consider Pulling From The Schedule
- 4 – Weak Job Fair – Don’t Attend in 2010-2011

Alaska Teacher Placement (ATP) Job Fair @ Anchorage	1	This is an extremely costly (over \$18,000), yet productive fair. Saturdays of the fair are not valuable, as the attendance is weak and exemplary candidates already signed. Largest source of signed and honored intents.
Michigan Road Trip – Central Michigan Teacher Fair @ Mount Pleasant, Michigan	1	Part of the Michigan Road Trip it is cost effective and was very productive, relative to job fair quick form applications and needed content area interviews. Signed and honored intent.
Michigan Road Trip – Eastern Michigan University Fair @ Ypsilanti, Michigan	1	Part of the Michigan Road Trip it is cost effective and was very productive, relative to job fair quick form applications and needed content area interviews.
Michigan Road Trip – Michigan State University @ East Lansing, Michigan	1	Part of the Michigan Road Trip it is cost effective and was very productive, relative to job fair quick form applications and needed content area interviews.
Michigan Road Trip – University of Michigan Fair	3	The largest of the five fairs on the Michigan Road Trip it was one of the least productive in 2009. The candidates appeared to be mostly interested in Michigan districts and there were a limited number of need areas. Tons of social studies applicants ☺.
Michigan Road Trip - Western Michigan University @ Kalamazoo, Michigan	1	Collected over 50 online job fair quick forms and interviewed 5 SPED and math candidates; well run fair and part of the Michigan road trip that is cost effective.
Minneapolis ATP Job Fair @ Minneapolis, Minnesota	2	Visibility and networking and associated with the Minneapolis Education Job Fair which helps reduce costs. Second largest total of signed and honored intents.
Minneapolis Education Job Fair @ Minneapolis, Minnesota	1	Collected a large number of job fair quick forms and works well with Minneapolis ATP fair.
Northern Arizona and ASU College Visits	2	Low cost trips by our Regional Recruiter who lives in Arizona (Jim Cox).
Oregon Professional Educator Fair @ Portland, Oregon	2	Although the fair is quite large the number of SPED or diverse candidates has not been as visible the last two years.
Reno Nevada Job Fair	4	Although we got a SPED intent the fair was otherwise fairly unproductive.
Seattle ATP Job Fair @ Seattle, Washington	1	Large fair, diverse candidates, less aversion to “Alaska”; very positive for networking and visibility to candidates.

Texas State @ San Marcos Job Fair	3	Although we got one signed and honored intent the fairs are not cost effective or productive, relative to actual applicants.
University of Northern Colorado @ Greeley, Colorado Job Fair	1	Consistently provides us hires from Colorado, well run and has diverse candidates. The most consistently performing fair of the Colorado swing.
Brigham Young University Job Fair	4	Weak pool by numbers, weak by areas of diversity (content and ethnicity).
Utah State Job Fair	4	Weak pool by numbers, weak by areas of diversity (content and ethnicity).
Washington Educator Job Fair @ Spokane, Washington	1	A large number of quality teacher preparation programs surrounding the fair that keep this a consistent and relatively inexpensive fair to attend.

Recruiting for the 2010-2011 School Year

Recruitment and Retention Positives

- The District has consistently maintained an annual retention rate of approximately 90% of their certificated staff.
 - Given generational changing views on careers, military and oil “rotation,” and “distance from family” issues the 10% turnover rate is actually exceptional.
- Our present teacher’s contract has been a positive recruitment tool, as it is reflective of a caring employer and positive salary schedule.
 - Mentoring programs, site induction programs, career ladder support, new employee orientations, salary differentials for specific teachers, and a positive benefits package are all valuable when recruiting *and* retaining teachers.
- We are excited about our new application and tracking system and look forward to implementing *all* the possibilities inherent in the system to help us better recruit new applicants.

Recruitment and Retention Challenges

- “Selling” the ASD is secondary to selling Alaska.
- 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. Just applying for the certificate is a \$190 commitment that most applicants do not make unless they have been offered a position, or their plans to move to Alaska are not tied to a teaching job. When we find new funding dollars in August and September most of our applicants have not started the certification or HQT process because they thought they weren’t going to be hired. It is difficult to convince a new hire to drive the Alcan when they know they are coming to a job that will only pay \$120 a day until they can get their certificate application through Juneau.

- These relocation costs, distance from family, 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.
- There continues to be limited concern or questions about the defined contribution retirement system. This is quite surprising given the new age data on our applicants.
- Related Service and Immersion positions remain the most difficult to fill, although at the date of this report we had only one Immersion position posted and as previously mentioned there is only one School Psychologist posting. Speech Pathologists and Occupational Therapist remain difficult for *any* district to find.
- Certification and HQT processes and State and Federal requirements (100% certified and 100% HQTed is the expectation) account for 50% of Certificated HR’s workload and significantly slow down recruitment and hiring efforts.

Recruitment Plan Components for 2010-2011

Plan Emphasis

The 2010-2011 “Plan” is most definitely a “work in progress” and will need to be consistently fine-tuned as funding issues are resolved. In September -- due to a lower allocation of Title IIA dollars than submitted by the District in their NCLB Consolidated Application -- Certificated Recruitment took a \$53,000 reduction in their Title IIA funding (a 20%+ reduction). There appears to be another reduction coming in the overall Title IIA amount so we remain cautious about the immediate recruitment future. Due to those reductions and an analysis of last year’s recruitment data we are proceeding in the following fashion during the 2010-2011 recruitment season.

1. We will continue to fine tune our AppliTrack tool, looking for increased electronic work flows, adjustments to applications, email templates, electronic folder usage, and processing workloads.
2. We have had to terminate our planned special activity agreements with our three Regional Recruiters as they were paid through Title IIA funds. Their functions will have to be absorbed by the HR Director and other HR operating funded positions.
3. We will cut our ATP Job Fair attendance in half and not attend on Saturday (reduces Principal addenda and other fair costs by 40%).
4. We have reduced our Job Fair attendance by 30% for 2010-2011. Our Head Recruiter will remain on point for those fairs and we will use other HR Central Ad employees as the “second” at the fairs. SPED appears prepared to also provide a SPED representative at many of the fairs scheduled by HR.

5. We are beginning to discuss the elimination or modification of the HR screening interview portion of the HR review. The dollars associated with retired principals screening may not be able to be maintained with decreasing recruitment funds. There is also the disadvantage of pulling sitting principals from their buildings to do the screening interviews. If we decided to eliminate or modify the HR screening it could free up screening coordination time, leaving HR more time to analyze and expedite the release of qualified candidates. There is certainly a “cost” to such a change so we will have long hard dialogues and debates before we move down that path.
6. We are engaged in ongoing discussions with the Accountability Department, Instructional Divisions, Assistant Superintendent, and Superintendent, relative to our failure to meet the 100% HQT Federal requirement both in hiring and site assignment. What that discussion holds relative to HR new hire processes will evolve during the coming months.
7. We will continue our ongoing collaboration with Related Services/SPED and Immersion on how to help meet their specific needs, while honoring district policies, hiring practices, and state and federal laws and regulations. SPED/Related Service is attending a number of fall fairs to attempt to fill open positions.
8. We will continue to focus on “open” positions and less on unnecessarily increasing pool size. That emphasis (increasing the size of the pool) did not seem to have a positive impact on the diversity of the new hires.
9. We will continue to fine-tune our online presence, University collaboration, the accuracy of our pools, and support for the General Ed to SPED program.
10. We will push hard for an early staffing meeting schedule, hiring by principals before they leave in June, and no “freezes” that stop the hiring process and reduce our pool of exemplary teachers.