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Some states can't wait to hire more teachers

Only days before the opening of schools across the USA, many districts are working feverishly to fill teaching positions.

The U.S. Department of Education projects that 2.2 million teachers will be needed over the next decade to meet rising enrollment and to replace teachers leaving the profession. But the teacher shortage is a reality now in dozens of areas:

► Maryland is scrambling to fill 578 teaching slots before schools begin to open next week, says assistant state superintendent Ronald Peiffer. The number of teachers eligible to retire is expected to triple next year, to 10,500.

► The California Department of Education estimates it will need 300,000 new teachers in the next 10 years as 285,000 in the state reach retirement age.

► The Omaha School District is hiring long-term substitutes because it has been unable to fill 40 teacher posts, half of them in

special education — twice the usual number of vacancies.

"Every child should have a fully qualified, well-trained teacher in the classroom," says Education Secretary Richard Riley, who has proposed that teachers be employed year-round, with a corresponding increase in salary.

Even if there's no mass exodus of teachers, officials worry about overcrowded classrooms led by less-qualified educators. Illinois has a fast-track alternative certification program; other states issue emergency teaching certificates so teachers can work while preparing for official certification.

Riley says the White House is requesting about \$1 billion from Congress to help communities recruit and prepare teachers and to update the skills of current teachers. And \$150 million more is being sought to prepare teachers to use technology effectively.

"We need to find ways to induce more people into teaching as a career," Riley says.

States and local school districts are getting creative in recruitment. Teachers are being offered signing bonuses, extra days off and other perks. For example:

► Arlington, Texas, is offering signing bonuses of up to \$3,000 this year.

► Besides a \$1,000 hiring bonus and \$2,000 for specially certified teachers, Maryland has lifted restrictions on rehiring retired teachers, increased salaries 10% and given tuition tax breaks.

► Massachusetts offers a \$20,000 signing bonus over four years. The state has hired 115 teachers, up from 59 last year.

► Fort Worth has invoked a state law that requires teachers to honor their contracts unless they resign at least 45 days before the start of school.

► Some Kentucky school superintendents want to lower the minimum scores new teachers must get on a national test to measure a teacher's knowledge of an academic subject.

Wanted: Calm, kid-loving folks who drive well

Add bus drivers to the list of school shortages.

Districts around the nation are beefing up advertising aimed at filling school bus driver jobs left empty by a tight labor market and robust economy. Among the recruiting and staffing efforts:

► **Fairfax County, Va.**, public schools have 100 vacant bus driver jobs, spokesman Paul Regnier says. The district offers finder fees and signing bonuses.

► **The West Pasco, Fla.**, school district will put drivers on double runs to many schools. Officials say 25 drivers have been hired, but about 33 more are needed.

► **The Omaha School District** needs drivers for 10 morning and 12 afternoon routes, many for special-education students.

Summit produces strategies to ease gridlock at airports

By Salina Khan
USA TODAY

WASHINGTON — With two weeks left in a summer of record flight delays, Transportation Secretary Rodney Slater unveiled a package of initiatives Monday aimed at easing gridlock in the nation's skies and airports.

Slater's announcement followed an unusual 2-hour summit with the nation's major airline executives, labor unions and the Federal Aviation Administration to discuss ways they could all cooperate better.

"Everyone collectively agreed that the service we are providing now is not good enough," Slater said afterward.

One outcome: A task force will be formed to monitor airline-service quality, recommend changes if necessary and report back to Slater in 90 days.

The DOT inspector general's office already is auditing the airlines for compliance with the voluntary "Customers First" plans they adopted in December.

Some airline industry observers were skeptical about the meeting producing improvement.

"It's another example of how nothing will be done," aviation consultant Mike Boyd says. "This is a classic sham."

Other goals from the summit:

► **Aim to reduce congestion at big airports.** The FAA will better manage flights in the air space over Chicago, Boston and Washington, FAA chief Jane Garvey said. She predicted travelers should see fewer delays by October at Boston, New York JFK and La



By Kamenko Pajic, AP

Troubleshooting: Slater, left, Carty and Garvey discuss plans to improve service.

Guardia, Newark, N.J., and Philadelphia. Garvey said delays at those airports cause a ripple effect at airports across the nation.

► **Share good ideas.** The DOT will examine successful practices that some airlines use to improve customer service and promote them to others by mid-September.

Slater said airlines have agreed to report their flight delays to the FAA earlier and submit contingency plans for the year's remaining peak travel periods: Labor Day weekend, Thanksgiving and Christmas. The DOT will review the plans and make recommendations aimed at reducing long delays.

American Airlines CEO Don Carty said airlines are not considering reducing schedules, an option favored by many consumer advocates to reduce traffic congestion.

Contributing: Chris Woodyard

Electionline

Section 527 groups must disclose most contributions

A previously hidden source of election campaign funding will be open to public scrutiny starting this week.

Tax-exempt political groups known as Section 527 committees have been raising and spending large amounts of money to influence the outcome of November's election. But until recently, the secret groups didn't have to tell the government anything about their contributors or activities, or even that they existed.

A law that took effect July 1 requires groups organized under Section 527 of the IRS tax code to register with the agency and file periodic reports disclosing contributors of \$200 or more annually and expenditures of \$500 or more annually.

Groups that choose to file monthly had to postmark their first report to the Internal Revenue Service by Monday; those that want to file quarterly must send their first report by Oct. 15. The groups must report all activity since July 1.

The Center for Public Integrity, a nonpartisan Washington watchdog group, has counted 20 Section 527 committees that have been active this election year. The best-known example is Republicans for Clean Air, which spent \$2.5 million in television advertising attacking Arizona Sen. John McCain just before the New York and California primaries. Eventually it came out that the group consisted of two Texas brothers, Charles and Sam Wyly, who have been major donors to McCain's rival, Texas Gov. George W. Bush, the Republican nominee for president.

— Katherine Hutt Scott

Polls finds race for Congress is close

The Democratic and Republican conventions may have changed public perceptions of the presidential candidates, but they did little to alter the images of the two parties, a USA TODAY/CNN/Gallup Poll showed. Asked before the conventions whether they would vote Democrat or Republican in the upcoming congressional elections, 47% of likely voters said Republican and 47% said Democrat. Asked the same question after the two conventions, 48% said Democrat and 46% said Republican. That suggests the race for control of the House remains a tossup. Republicans now hold control of the House by a 13-seat majority.

Also, when asked after the conventions which party better represents their values, 50% said Democrat, 40% said Republican. Those numbers have been remarkably consistent since 1992.

A majority of Americans also view the two parties' policies as generally mainstream, although Democrats are seen as more so, 67%-56%.

Asked whom they would vote for if President Clinton were running against Republican nominee George W. Bush, voters picked Bush, 54%-42%.

— Richard Benedetto

Cheney votes today in Wyoming primary

Republican vice-presidential candidate Dick Cheney, and his wife, Lynne, will vote in the Wyoming primary today. They will cast their ballots at a firehouse near Jackson Hole in Teton County.

Oklahoma and Alaska also hold primaries today. Most of the congressional incumbents in the three states face little or no opposition. Oklahoma voters will decide a tax issue: whether to lower the fee for car tags.



By Kathy Willens, AP

At New York campaign stop: Police block Ribby Goodfellow from the media and others.

Heckler nags Lazio to release tax returns

A Democratic heckler dressed as Uncle Sam has been dogging Republican Rep. Rick Lazio and pressing him to release his income tax returns. Lazio is in a close race with Democrat Hillary Rodham Clinton for a Senate seat from New York. Lazio said his federal and state returns will be available by the end of the month.

"There is one thing that we will release that Mrs. Clinton will never release and that's a New York state income tax return," Lazio said in a reminder to voters that Clinton has lived in the state only since January.

Clinton began her day at her home in Chappaqua in Westchester County. "I'm looking to the final stretch of this campaign," she said. "I've had the most wonderful time for the past year ... and I've been able to meet a lot of people who care about the same issues I do."

Also Monday, former New York governor Mario Cuomo said he thinks his eldest son, federal Housing Secretary Andrew Cuomo, will run for governor of New York in 2002. However, the elder Cuomo said that "unless Andrew is lying to me," his son has not yet completely committed to running.

Calif. might not be Gore's for the taking

Some California Democratic activists are concerned about how close the presidential race is in the nation's most populous state. New polls show Gore has pulled even with Bush nationally, but a poll by Public Policy Institute of California before Gore's convention speech last week showed a statistical tie in California. "There's concern that he should be way ahead," said Charles Douglass, an activist from South-Central Los Angeles. Douglass and others, including Gov. Gray Davis, wanted Gore and his running mate, Sen. Joe Lieberman, to embark on a statewide tour after the convention in Los Angeles ended Thursday. Instead, the candidates campaigned from a boat going down the Mississippi River. Despite the concerns, the California activists say there's plenty of time for Gore to shore up his support and capture the state's 54 electoral votes.

McCain released from Arizona hospital

Doctors said the final review of two skin cancers and surrounding tissue removed from Sen. John McCain concluded that the cancer had not spread. McCain's office said the Arizona Republican was resting comfortably at his home in Phoenix after his release Monday from the Mayo Clinic Scottsdale.

Surgeons removed melanomas, the most serious form of skin cancer, from McCain's left temple and arm on Saturday. Doctors said Monday that his "prognosis is very good." This is McCain's second bout with skin cancer. He had a cancerous mole removed from his shoulder in 1993. The onetime presidential hopeful turns 64 on Aug. 29. He hopes to resume campaigning for GOP candidates by Labor Day.

Written by Paul Leavitt with staff and wire reports

A principal crisis in education

Districts train their own to fill a growing need for top administrators

By Tamara Henry
USA TODAY

As predictions of a debilitating shortage of school superintendents and principals play out across the nation, dozens of school systems are taking an aggressive approach that fills vacancies while increasing the pool of qualified educators.

In the St. Paul, Minn., public schools, when 11 principal positions became vacant in the spring, system superintendent Patricia Harvey didn't panic. She just gleaned candidates from the 23 participants in the first year of St. Paul's Leadership Institute, an intensive program to prepare future and current principals for schools in the city.

Columbus, Ohio, is grooming leaders with a similar program. Although there are only three principal vacancies to be filled as school begins, 32 of the principals at the 144 schools in the district are at the age of retirement. Columbus Public Schools spokesman Andrew Marcelain says, and the number could rise to 75 in two years.

Another program, the Ohio Principals Leadership Academy, focuses on needs across the state. The academy began operations in the spring under the direction of Joseph Murphy, an expert on educational leadership.

A school leadership crisis is taking the nation by surprise, Murphy says. For years, school districts worried about shortages of teachers, particularly those who focus on math, science and technology. States and school districts now are realizing they need to offer leadership training programs for teachers and other interested personnel.

"Our focus will be the state, but we're supposed to be a national lighthouse. Other people will come and see what we're doing," Murphy says of the academy.

Whether that light comes from the academy or elsewhere, schools need the beacon more than ever. The Department of Labor estimates that 40% of the country's 93,200 principals are nearing retirement and that the need for school administrators through 2005 will increase 10% to 20%.

"A major crisis confronts us," says Mary Lee Fitzgerald, director of education programs for the Wallace-Reader's Digest Funds, which has committed up to \$150 million for up to five years to address the leadership deficit. "At the same time public school enrollments are growing, retirements are soaring. The principalship is a bull market, but nobody wants the job. Modest pay, long hours, uneven resources, problematic authority (and) increased expectations of the public make this job in a competitive market a no-winner for the top half of the class."

Some school systems have been hit hard.

Two weeks into the last school year, New York City's public schools were searching for 195 principals and had temporary administrators — described as interim or acting principals — overseeing 144 schools. Boston schools predicted 18 vacancies for principal jobs at the opening of the last school year, according to the Harvard Graduate School of Education. Las Vegas school officials estimate that 45 principals will be needed within two years. In Connecticut, 20 school districts scrambled to hire principals during the last school year.

"The superintendency is a similar challenge," Fitzgerald says. "Search firms cannot find strong candidates for large, complex, politicized systems. Some boards are using signing bonuses; others offer financial incentives if you just stay three years. The pool has shrunk."

There are some who are skeptical about predictions of a shortage of qualified leaders. Michael Usdan, president of the Institute for Educational Leadership, says studies show that many people have licenses for school leadership jobs but are working in other fields. Noting there's an "appalling lack of data on the issue," Usdan says a Minnesota study found that only one in four licensed administrators actually is practicing.

Many of the leadership programs developed by school systems are grow-your-own efforts that encourage local educators familiar with the area to aspire to top school positions. The idea is to generate interest in the jobs and to train applicants to handle all the roles school leaders today must play, from business managers to police officers to surrogate parents.

The trend is for more mentoring and for field and clinically oriented training, Usdan says. "Too many university programs are detached from reality."

St. Paul's Leadership Institute, developed over two years with input from veteran principals and funding from foundations, revamps

the way principals are recruited, trained and hired in the district of 46,000 students.

Participants must have or be working toward a Minnesota principal's license before undergoing a rigorous application and interview process. They pay a \$200 commitment fee. They get three weeks of management and leadership training as part of coursework taught by national experts, business leaders and university professors. Candidates join the principal hiring pool for the school district after extensive evaluation. The program continues to offer support during the principal's first year on the job.

"I feel competent and confident, so much more prepared. I'm really focused and ready to go," says Melissa McCollor, who this fall begins her first principalship at Nokomis Montessori.

Raymond Yu, new principal at St. Paul's Saturn/River Front Academy, was invited to interview at six of the nine elementary schools that had openings. He says his institute training sharpened his strengths for identifying and building on the expertise of others in the school.

"Clearly, one person doesn't possess all the skills to increase performance," Yu says. "I like to build leadership capacities in others, remove obstacles for teachers and be sort of the leader to draw out the best in others."

St. Paul superintendent Harvey says the Leadership Institute fits into a larger education reform plan in Minnesota that includes giving parents, teachers, administrators and community leaders at each school in the district more control over budgets, personnel, curriculum and organizational issues.

"From research, we know that leadership at the building level is key to improvement" across the district, Harvey says.

"In many cases around the country, we've seen that other people can fill in the void, but if you don't have that leader, if you don't have strong leadership, you cannot improve the school."

Lawyers seek dismissal in N.H. chief justice's case

Attorney argues that allegation doesn't warrant impeachment

By Norma Love
The Associated Press

CONCORD, N.H. — Lawyers for New Hampshire Chief Justice David Brock tried to get charges against him dismissed Monday in a preliminary hearing leading up to his impeachment trial.

Lawyer Michael Madigan argued for dismissal of a count charging Brock made an improper call to a lower court judge in 1987. Madigan said that even if the allegation were true, the episode would not warrant impeachment.

"It's not even alleged in this article that this call was made to try to influence the case," Madigan told the 22 state senators who will decide Brock's fate if he is tried next month.

Brock, 64, has been chief justice since 1986. Madigan said the House did not accuse Brock of trying to influence the lower court judge "because there's no evidence of that." He also said the passage of time makes the charge unfair. "No officeholder should have to stand trial for

events alleged to have occurred 13 years ago," he said.

House lawyer Joseph Steinfield rebutted Madigan.

"His theory is if he commits an impeachable offense and no one finds out about it in a year, then you're in the clear," Steinfield said. The arguments came as the Senate considered Brock's bid to have three charges dismissed: that he made the improper call, that he let judges participate in cases from which they had been disqualified and that he lied to House investigators.

The defense dropped its bid to have the fourth charge dismissed: that Brock solicited former Justice Stephen Thayer's comments about

Thayer's own divorce case. Votes on dismissing the charges were expected today or Wednesday.

The House voted in July to impeach Brock, the equivalent of formally charging him. Six House members will be prosecutors if the Senate tries him. The Senate trial was to begin Sept. 18.

Brock's lawyers are asking the Senate, if a trial is held, to adopt "beyond a reasonable doubt" as the standard of proof instead of a "preponderance of evidence." They also are asking the Senate to require a two-thirds majority to convict instead of a simple majority.

On the standard of proof, the House noted that in five recent im-

peachment trials elsewhere, individual jurors were left to apply their own standards, and the Senate can do the same.

If the Senate decides to adopt a standard of proof, the House said "beyond a reasonable doubt" is used only in criminal cases under New Hampshire law.

The House argues that the language and the history of the state Constitution "suggest that the framers intended impeachment trials be governed by the universally accepted common-law rule that a simple majority vote is sufficient."

Another defense motion would permit penalties short of removal if Brock is convicted.

Fires burning up tourist plans, revenue in West

Parks and resorts in Idaho and Montana are losing the most

By Becky Bohrer
The Associated Press

JACKSON, Wyo. — The wildfires raging across the West have spoiled many tourists' vacation plans by closing streams, backpacking areas and dude ranches and clouding the usually sparkling mountain air.

"I was in Jackson a few weeks ago and saw blue mountains, pink skies and a grizzly running across a field," says Ann Ezell, who worked at a campground this summer at the Flagg Ranch Resort between Yellowstone National Park and the majestic Grand Tetons. "I ran into town the other day and just saw the smoke and gray. It was enough to break your heart."

Tired from a day's sightseeing in Yellowstone, Ann Lewis and her two children returned to the Flagg Ranch last Tuesday only to be ordered to evacuate because of an approaching wildfire. The resident of San Bernardino, Calif., and about 500 other Flagg guests and employees ended up scrambling for a place to stay.

Frustrated tourists crowded area lodges as they rushed to change their vacation plans. Some worried about cancellation fees. Others grumbled about having to drive more than 100 miles out of their way because Yellowstone's south entrance was closed by the fire.

Lewis spent hours trying to get her family's belongings from the resort and finding a motel room. Eventually, she found one in Jackson, about 60 miles away.



Photos by George Fiey, Agence France-Presse

Hot spot: New Yorkers Erin Burke, right, and Jennifer Sullivan have lunch at Grand Teton National Park in Wyoming as a fire burns behind them Sunday.

"It was a nightmare," Lewis says. Wildfires have burned more than 5 million acres this year in the nation's worst fire season in decades. Hundreds of homes have burned, and thousands of people have been driven out.

The fires have chased campers from their tents and RVs and closed wilderness areas in Yellowstone and other places to hikers and berry-pickers. Smoke has obstructed the view of the Grand Tetons.

Some or all of Montana's Bitterroot River and the Frank Church-River, and the Main and Middle forks of the Salmon River in Idaho have been closed to fishing, kayaking and rafting.

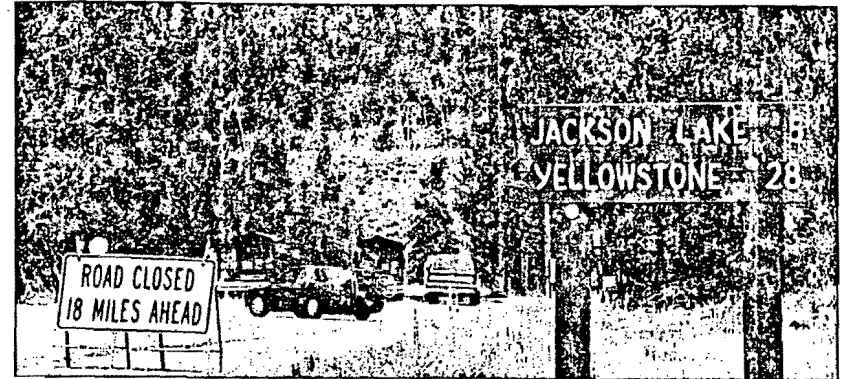
"We've definitely seen a drop in numbers" in the Bitterroot Valley, says Shannon

Montoya with the regional tourism agency in Missoula, Mont. "Of course they would — there's no hiking, no camping and no water sports."

There are no firm figures on the financial effect on tourism in Montana and Idaho, the two states hit hardest this year. "The reality is, there's going to be some effect. We won't know the ultimate effect until probably a couple of months after it's over," says Matthew Cohn, head of Travel Montana, the state tourism promotion agency.

But fires bring in money as well as drive it away, he says. They attract armies of firefighters and suppliers, news reporters and Red Cross workers, who spend money on food, lodging and supplies.

Glacier National Park in northern Mon-



Change of plans: A car turns around at an entrance to the Grand Teton National Park on Sunday. Blazes have closed many wilderness areas in the West to vacationers.

tana had only one fire in a remote area last week. However, it saw visits drop after Montana Gov. Marc Racicot's statewide disaster declaration and announcement that 6 million to 8 million acres of fire-threatened lands — mostly in the southwestern part of the state — would be closed. "They hear the words 'fire' and 'Montana' and think everything is closed up," park spokesman David Eaker says. "We've been doing damage control to snuff out some of those rumors."

Idaho Commerce Director Gary Mahn says a drop in tourism in the closed areas could result in \$20 million in lost business. That is just a fraction of the state's \$2 billion tourism industry, but he says it has a ripple effect through the economy.

And the Northern Rockies states are approaching the start of the all-important fall hunting seasons, which bring in thousands of big-spending sportsmen each year. The fire danger could result in the closing of some areas to hunting.

Tourist information

Phone numbers and Web addresses for tourist information in Idaho, Wyoming and Montana:

Idaho: Tourists interested in road or recreation conditions can call 800-704-3246. The Commerce Department also has a Web site: www.visitid.org/wildfire.

Wyoming: The state tourism office is taking questions at 800-225-5996. The state tourism Web site: www.wyomingtourism.org.

Montana: Hunting and fire information is available at the state Fish, Wildlife and Parks Department Web site: www.fwp.state.mt.us.

The Web site for Travel Montana, the state tourism promotion agency, is: travel.state.mt.us.

**PRESIDENT CLINTON ANNOUNCES NATIONAL TEACHER
RECRUITMENT INITIATIVE AND CALLS ON CONGRESS TO
INVEST IN AMERICA'S EDUCATION PRIORITIES**

AUGUST 26, 2000

EMBARGOED FOR 10:06 AM SATURDAY AUGUST 26, 2000

In his weekly radio address, President Clinton will announce the launch of the on-line National Teacher Recruitment Clearinghouse to help states and school districts across the nation address the teacher shortage they face. This clearinghouse is a one-stop teacher recruitment shop that will connect teachers to jobs across the country and connect school districts to qualified teachers. As millions of students head back to school next week, tens of thousands of teachers are needed for their classrooms, with virtually every urban school district facing an urgent need for qualified teachers. Teacher quality and smaller classes are critical factors in increasing student achievement and the President's budget includes \$1 billion for recruiting and training high quality teachers and another \$1.75 billion to stay on track to hire 100,000 qualified teachers to reduce class size in the early grades. The President will call on Congress to make education a priority by demanding more from our schools and investing more in them, and will urge them to send him a budget that continues our progress to reducing class size, invests in ensuring every child is taught by a qualified teacher, and includes his tax credits and loans to build and modernize 6,000 schools and make emergency repairs to another 25,000.

THE URGENT NATIONAL NEED TO HIRE HIGH QUALITY TEACHERS. This Fall, school districts across the country are scrambling to find tens of thousands of teachers, and over the next decade, school districts will need to hire 2.2 million new teachers -- nearly the same number of teachers working today. In Maryland, school districts are trying to fill 578 teaching slots before school starts next week and the state is estimated to need 11,000 teachers for next school year. California is estimated to need more than 300,000 new teachers over the next decade. The nation's 57 largest school districts will need to hire 700,000 teachers over the next decade and 95percent of these districts have an immediate need for special education, math and science teachers.

THE ON-LINE NATIONAL TEACHER RECRUITMENT CLEARINGHOUSE. The on-line Teacher Recruitment Clearinghouse, that the President will announce today, was developed by Recruiting New Teachers, Inc. with a grant from the U.S. Department of Education, and provides the first-ever one-stop shop for teacher recruitment that will link teachers with the districts that need them. This Clearinghouse includes a unique portal that will help connect teachers to job banks and job listings; help teachers identify possible opportunities to teach in their field anywhere in the country; and make it easier for school districts to recruit new teachers through online resume posting. The Clearinghouse will also provide in-depth and up-to-date information on issues important to teachers and districts, such as recruitment, retention, certification, incentives and pay. The U.S. Department of Education will send information to school districts and colleges of education across the country notifying them of this new and innovative on-line resource. The Recruitment Clearinghouse can be accessed at <www.recruitingteachers.org>.

INVESTING IN TEACHER QUALITY TO IMPROVE STUDENT ACHIEVEMENT.

Research has shown that teacher quality is an integral component of increasing student achievement. The on-line site builds on other Administration efforts to help districts recruit teachers, forgive up to \$5,000 in college loans after five consecutive years of teaching in high-need schools, and provide teachers in high-need school districts with discounts on HUD-owned homes. The President's budget also provides for a \$2.75 billion package to attract, hire and train high quality teachers, including: 1) a \$1 billion teacher quality package that invests in high quality professional development aligned to challenging standards, teacher recruitment efforts, expanding the Troops to Teachers program to attract mid-career professionals from all sectors into teaching,

and training for early childhood educators; and 2) \$1.75 billion to stay on track with the bipartisan agreement to hire 100,000 high quality teachers to reduce class size in the early grades.

CALLING ON CONGRESS TO HELP IMPROVE OUR SCHOOLS BY INVESTING MORE AND DEMANDING MORE.

The President and Vice President believe that to improve America's schools, we must invest more in them and demand more from them. The President will call on Congress to make improving education a top priority in this time of prosperity, and he continues to urge the Republican leadership to send him a budget that includes: funding for staying on track to hire 100,000 teachers to reduce class size in the early grades, helping states find and train the teachers they need to ensure all students are taught by a high quality teacher, expanding after-school and summer school opportunities, and building and modernizing 6,000 schools and making emergency repairs for another 25,000.

National Teacher Recruitment Clearinghouse
The National Teacher Recruitment Clearinghouse
www.recruitingteachers.org

Questions and Answers

Today, Recruiting New Teachers, Inc. and the U.S. Department of Education's Office of Educational Research and Improvement are launching the first online National Teacher Recruitment Clearinghouse in the United States.

Why is there a need to address teacher recruitment?

The problem of teacher shortages in the nation--particularly in urban districts--is getting worse, not better. As children return to school this fall, many districts across that country are still scrambling to find qualified teachers for their classrooms. Shortages continue to be most pervasive in areas critical for raising student performance, such as math and science, where the US student fall far behind their international peers.

While the teacher shortage remains severe, we face a situation in which shortages of teachers in one state may be balanced by a surplus of teachers in another. There currently is a shortage of qualified teachers in certain geographic areas, especially in urban and rural areas. There is huge demand across the nation for special education, bilingual education, science, and ESL teacher as well as an immediate demand for teachers of color in urban areas. At the same time, there is an over-abundance for social studies and English teachers in suburban schools.

How does the Clearinghouse address the problem?

- The Clearinghouse seeks to help potential teachers identify towns, cities, and states with job openings, help teachers comparative shop, and help guide people considering careers in teaching into subject and geographic areas where their skills are needed most.
- The Clearinghouse seeks to help job seekers find teaching job listings, districts to connect with eligible teacher candidates, and policymakers, the media, and the general public to gather extensive information and resources for finding and keeping the best possible teachers for our schools.
- The Clearinghouse seeks to help ease the national teacher recruitment crisis by providing information and resources -- all in one place, to make critical connections between qualified teachers and districts, and encourage more people to pursue careers in teaching.
- The Clearinghouse seeks to help states and districts improve their recruitment strategies to help them recruit a qualified and diverse pool of teachers for our children.

What does the Clearinghouse provide?

- **Connections between job seekers and school districts.** While there are many people across the country who are interested in becoming teachers, and many districts that need teachers, the critical connections are not being made. Currently, there is no efficient way for potential teachers to search across the country for information about jobs and teaching. Nor is there an efficient way for states and districts to expand their reach to find more potential teachers for their schools.
- **Portal to existing online job banks and online job listings.** To expedite the job search process, the Clearinghouse offers direct links to job banks and short profiles of each job bank. The vast amount of information on the Internet often makes it difficult for people to find what they need quickly. Currently, there are hundreds of Web sites on the Internet with information on education jobs but no easy way for prospective teachers to locate and visit each one, post their resume, and identify possible teaching positions anywhere in the country that are advertised online. This new portal, or gateway, will make it easier for school districts to cast a wider net to identify qualified teachers.
- **"One-stop shop" with easy-to-access information.** The Clearinghouse provides critical information about teacher shortages, salaries, teaching credentials in each state, and what quality teaching entails. It's the only place on the Internet that also answers critical questions prospective teachers have about how to become a teacher and offers resources and guidance to help individuals take their first steps to becoming a teacher. Job seekers can find out about where the jobs are, how to prepare to teach, what teachers say about teaching, resources, and more.

School districts can find out how to improve their recruitment efforts, how to create innovative programs to attract individuals to teach in their state or district, and how to keep the teachers they work so hard to find.

The general public, media, policymakers, and others can learn all they need to know about today's teacher recruitment challenges.

What are the advantages of the Clearinghouse?

The Clearinghouse is the first centralized resource, with links to more than 100 links to other Web sites, that provides up-to-date information on teacher recruitment and retention issues. These include links to certification and financial aid information for every state.

This is a win-win for districts, teachers, people interested in becoming a teacher, and the nation. For no fee and little effort, states and districts can link their Web sites directly to the Clearinghouse job bank portal, expanding their recruitment efforts and giving them access to a larger pool of qualified teachers.

How will teachers and districts find the Clearinghouse Web site?

We encourage districts, state departments of education, education organizations, and corporations and foundations involved in education to establish links from their Web sites to the Clearinghouse. We also are registering the Clearinghouse with online search engines so that people can search key words or phrases, such as "teaching jobs," "teaching careers," or "become a teacher," "recruiting teachers," to find the site. In addition, we have Web banner advertisements and hope to launch a national outreach campaign to increase public awareness of the site.

Why Now?

The time is right for a National Teacher Recruitment Clearinghouse. Today, nearly 149 million individuals have access to the Internet and people looking for jobs are increasingly using online resources.

In today's competitive job-seekers market, districts have become more savvy marketers and have started using recruitment strategies that were once reserved for large corporations. Along with signing bonuses, onsite childcare, tuition assistance, incentives for National Board certification, on the spot contracts, and mortgage loans, recruiters are increasingly using technology and the Internet in their recruitment efforts. A recent RNT's survey found that about 38% of large urban school districts use technology to recruit teachers.

What are future plans for the Clearinghouse?

RNT has identified nearly 400 national, statewide, and district online job banks. Currently about 115 are listed in the Clearinghouse. We are hopeful that in the upcoming weeks, every school district and state with online job postings will take advantage of this opportunity to increase traffic to their Web site and gain access to a large national pool of teachers.

What is RNT?

RNT is a national nonprofit organization in Belmont, Massachusetts, which, more than a decade ago, foresaw upcoming teacher shortages and has been working to build a more qualified and diverse teaching work force for our nation's schools.

National Teacher Recruitment Clearinghouse Talking Points

The Need for a National Clearinghouse for Teacher Recruitment

- As children return to school this fall, many districts across that country are still scrambling to find qualified teachers for their classrooms. It is a trend we have seen over the past several years. And the problem of teacher shortages--particularly in urban districts--is getting worse, not better. Shortages continue to be most pervasive in areas critical for raising student performance, such as math and science, where US graduates fall behind their international peers.
- According to a 1996 RNT poll of public attitudes toward teaching, Americans believe that having a high quality teacher in every classroom is a national priority. However, because of teacher shortages, many schools are forced to take whoever they can find, even if they are not the most qualified, or qualified at all.
- A RNT report released earlier this year found that this is especially true of our nation's largest urban schools which face severe and immediate teacher shortages. There is a huge demand for special education, bilingual education, science, and ESL teachers across the nation. There also is an immediate demand for teachers of color in urban areas. At the same time, there is an over-abundance of teachers in some subjects and states. We need a way of helping teachers find out where they are most needed.
- How does the nation address this imbalance of teacher distribution? How do we match qualified teachers to vacancies across the country? And what can we do help ease the national teacher recruitment crisis, encourage more people to pursue careers in teaching, and help educate the public about what constitutes quality teaching?
- Today, Recruiting New Teachers and the US Department of Education provide an answer with our launch of the first online National Teacher Recruitment Clearinghouse in the United States.
- The Clearinghouse provides critical, easy-to-access information about teacher shortages, salaries, teaching credentials in each state, and what teachers can do to maintain quality.
- For the first time, shortages of teachers in one state may be resolved by bringing in teachers from another. We can now help teachers who are looking for jobs, identify the towns, cities, and states with job openings. And we can help guide people considering careers in teaching into the states and subject areas where their skills are most needed.

What the Clearinghouse Does

- The vast amount of information on the Internet often makes it difficult for people to find the information they need quickly. There are over 400 sites on the Internet with information on education jobs but no easy way for teachers to locate and visit each one. The National Teacher Recruitment Clearinghouse organizes this information. It simplifies the process of finding job banks and, at the same time, offers critical information about the teaching profession. There is no place else on the Internet that does this.
- The Clearinghouse is the first centralized research for teaching jobs on the Internet. It organizes links to existing online job banks and online job listings, and provides up-to-date information on teacher recruitment and retention issues. These include links to certification and financial aid information for every state.
- This new gateway will make it easier for school districts to find new teachers online and for teachers to identify possible teaching positions anywhere in the country. To expedite the job search process, the Clearinghouse offers short profiles of each linked job bank, describing what teachers will find when they visit each site.
- For districts, the Clearinghouse not only offers a way to cast a wider net to new recruits, it also provides new information about innovative ways to improve their recruitment and retention efforts. For example, a district can find strategies and resources for how to develop successful programs to support and retain the teachers they work so hard to find. According to RNTI's recent study of recruitment strategies used by our nation's largest urban schools districts, more than two-thirds actively promote induction programs in their recruitment efforts in order to entice teachers to their district.
- This is a win-win for districts, teachers, people interested in becoming a teacher, and the nation. For no fee and little effort, states and districts can link their Web sites directly to the Clearinghouse job bank portal, expanding to reach to a wider audience. Qualified teachers looking for jobs can use the Clearinghouse to find places to post their resumes.

Why Now?

- The time is right for a National Teacher Recruitment Clearinghouse. More and more states and districts are actively hunting for candidates from other regions and states. In today's competitive job-seekers market, districts have to become more savvy marketers and have started using recruitment strategies that were once reserved for large corporations, such as signing bonuses, onsite childcare, tuition assistance, incentives for National Board certification, on the spot contracts, and mortgage loans.

- The Clearinghouse provides guidance for districts seeking to improve their own recruitment strategies, and it offers teachers a place to comparative shop employers' offers and incentives.
- Increasingly school districts are using technology and the Internet in their recruitment efforts. A recent RNT's survey found that about 38% of large urban school districts use technology to recruit teachers. Eventually, we hope the Clearinghouse will also provide information that will help more districts create their own online job banks or online postings.

Serving the Prospective Teacher

- While there are many people across the country who are interested in becoming teachers, and many districts that need teachers, the critical connections are not being made. Currently, there is no efficient way for potential teachers to search across the country for information about jobs and teaching. Nor is there an efficient way for states and districts to attract a wide audience of potential teachers for their schools. The Clearinghouse fills this gap by being a one-stop-shop for job seekers to find teaching job listings, for districts to connect with eligible teacher candidates, and for anyone to gather extensive information and resources for finding and keeping the best possible teachers for our schools.
- The Clearinghouse is far more than a gateway to job openings. It's the only place on the Internet that also answers critical questions prospective teachers have about how to become a teacher and offers resources and guidance to help individuals take their first steps to becoming a teacher.
- We know there is a growing number of individuals who are in the middle of their career and are interested in switching careers to teaching. The Clearinghouse contains information about programs specifically designed to meet the unique needs of mid-career adults who must balance work and family obligations while they pursue a career in teaching.
- The Clearinghouse also offers resources for the teacher aide and high school student who want to pursue pathways to teaching and it provides information for districts on how to develop special programs to tap these new pools of teachers.
- The Clearinghouse already has links to 115 national, statewide, and district online job banks. But we're not stopping here. We plan on expanding and updating this resource, keeping it the best place for one stop job shopping. We are hopeful that in the upcoming weeks, every school district and state with online job postings will take advantage of this opportunity to expand their recruitment efforts.
- Of course, this site will not be able to resolve all the problems causing the nation's teacher shortage. But it will solve the information shortage that leads to districts hiring unqualified teachers while other teachers looking for work never hear about

these openings simply because they live further away. It is time for the process of recruiting and hiring teachers to enter the modern age of instantaneous faxes and world-wide webs.

-
- I invite everyone to visit the site at <address> and see it in action.

******DRAFT******

Embargoed for Release
August 26, 2000

Contact: Debbie McLean
Elizabeth Foster
(617) 489-6000

Teacher Want Ads Go High Tech
New Technology Launched to Help Solve Teacher Shortages

Washington, D.C.--As the nation's schools begin to open, school districts around the nation are struggling to find enough qualified teachers for their classrooms. To help them solve the teacher shortage problem, President Clinton, Recruiting New Teachers, Inc. (RNT), and the U.S. Department of Education today announced the launch of a new service, which uses advanced Internet technology to inform qualified teachers of open classroom slots.

During the coming decade, the nation will need to hire more than two million new teachers. California officials estimate they will need 300,000 teachers over the next ten years and New York expects to replace half of its teaching force. A study by RNT earlier this year found that virtually every urban school district has an urgent need for teachers. Faced with this shortage, states and districts have resorted to competing for employees through active recruitment strategies that include offering signing bonuses, on-site childcare, and housing grants. New York recently imported teachers from Austria while California governor Gray Davis proposed tax breaks for teachers.

But incentives only work when teachers know about them. This is one reason why RNT has created the first online National Teacher Recruitment Clearinghouse--a one-stop-shop for information and resources about teacher recruitment. Developed by RNT through a planning grant from the U.S. Department of Education's Office of Educational Research and Improvement, Fund for the Improvement of Education. The site, at <http://www.recruitingteachers.org>, offers practical resources for recruiters, teachers seeking jobs, prospective teachers, and others looking for information about how to become a teacher and how to find and keep teachers.

"Qualified teachers are the key to schools that work. This national Clearinghouse and job bank portal provides states and districts with a new and powerful technological tool to help them reach out and recruit the qualified teachers they so urgently need," said David Haselkorn, president of RNT. "This is an important step toward streamlining hiring practices, broadening the talent pool that districts can draw from, and making teacher *quality*, not geographic location, the central factor in the recruitment process."

A central feature of the Clearinghouse is a unique portal that can help teachers find online job banks and job listings. This new gateway will make it easier for school districts to reach new teachers and for teachers to identify possible teaching positions in their field anywhere in the country. Links to and profiles of hundreds of job banks, in addition to other resources, will allow teachers to find the sites most likely to have the openings in their fields and locations they desire. New job banks and postings are being added on a daily basis, as states and districts learn of the existence of the new portal.

For districts, the Clearinghouse not only offers a way to cast a wider net to new recruits and expand their outreach nationwide, it also provides new information about innovative ways to improve their recruitment and retention efforts. Increasingly, school districts are using technology and the Internet in their recruitment campaigns. A recent RNT survey found that about 38% of large urban school districts use technology to recruit teachers.

"The Clearinghouse is a comprehensive resource for teachers at all levels," said Mildred Hudson, RNT's CEO. "It is the only place on the Internet where a prospective teacher not only can find out about jobs, but also can seek answers to critical questions about a career in teaching. The Clearinghouse provides people with information they need to begin pursuing pathways to teaching careers."

To supplement its information on teacher recruitment, certification, salaries, retention, and other issues, the Clearinghouse provides links to more than 150 other educational institutions' Web sites. By using the Clearinghouse, teachers can:

- Access online job banks and job listings across the country
- Compare school districts and job offerings on a national basis
- Find out how to prepare to become a teacher
- Learn how to finance teacher preparation
- Understand in which geographic and subject areas teachers are most needed
- Find out about new incentives districts are offering new teachers
- Learn about proven strategies for finding and keeping teachers
- Expand a district's reach to a national audience of prospective teachers
- Explore strategies for recruiting teachers

"This is a win-win for districts, teachers, people interested in becoming a teacher, and the nation," said Secretary of Education Richard Riley. "For no fee and little effort, states and districts can link their Web sites directly to the Clearinghouse job bank portal, expanding to reach a wider audience. Qualified teachers looking for jobs can use the Clearinghouse to find places to post their resumes." [NEED TO GET APPROVAL ON QUOTE FROM DOE]

School districts and states can add their job opening information to the Clearinghouse by completing a short, five-minute questionnaire online at www.recruitingteachers.org/survey. By adding their job banks or listings to the Clearinghouse, districts and states can increase traffic to their own Web sites and gain access to a national pool of teachers.

The Clearinghouse is co-directed by Lisa Cella and Deborah McLean at Recruiting New Teachers, Inc. RNT is a national nonprofit organization that, more than a decade ago, foresaw upcoming teacher shortages and has worked to attract individuals to teaching careers and helped districts find and keep teachers.

For more information about the Clearinghouse, please contact Debbie McLean at (617) 489-6000.

ABOUT THIS SITE	ALL ABOUT TEACHING	HOW TO BECOME A TEACHER	HOW TO FIND A JOB	HOW TO FIND AND KEEP TEACHERS	ADD YOUR JOB BANK TO THIS SITE	NEWS	SITE MAP SEARCH	USER SURVEY / CONTACT INFO	RNT	SEARCH FOR JOB BANKS
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THIS SITE IS CURRENTLY UNDERGOING BETA TESTING



**National
Teacher
Recruitment
Clearinghouse**

SEARCH THE
NATIONAL
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JOB BANKS
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HERE!**

ARE
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PROSPECTIVE TEACHER
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LICENSED TEACHER
HIGH SCHOOL STUDENT
COLLEGE STUDENT
TEACHER AIDE
PERSON OF COLOR
POLICYMAKER
REPORTER/EDITOR

Find State Contact
Information and Links to
Depts. of Ed.

Alabama



The National Teacher Recruitment Clearinghouse, hosted by Recruiting New Teachers, Inc. (RNT) is a resource for prospective teachers seeking jobs -- and for school districts and states seeking qualified teachers.

A central feature of the Clearinghouse is the unique gateway to job banks nationwide.

RNT is a national nonprofit, established in 1986 to help build a qualified and diverse corps of teachers for America's schools.

Recruiting New Teachers (RNT) • 385 Concord Ave., Suite 103 • Belmont, MA 02478 • (617) 489-6000 •
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For School District Personnel



If you are a representative of a district or are involved in hiring, the National Teacher Recruitment Clearinghouse endeavors to help meet your teacher recruitment needs. Explore the **How to Find and Keep Teachers** section to see how you can improve your recruitment and retention practices. You also can make use of the **National Job Bank Portal** to list your job bank, find resume banks for teachers, or post job vacancy listings to larger job banks.

How to Find and Keep Teachers

- [Successful Recruitment Efforts](#)
- [Precollegiate Programs](#)
- [Midcareer Programs](#)
- [Paraeducator-to-Teacher Programs](#)
- [Induction Programs](#)
- [Importance of Diversity](#)
- [Five Steps to Improve Your Recruitment Efforts](#)

You can **Search the National Job Bank Portal** for resume listings of teacher candidates and for job banks that accept job listings from other districts/organizations.

If your district hosts an online job bank, don't forget to **Add Your Job Bank** to the database so more teacher candidates can locate your district's job openings!

[\[top\]](#)

Find State Contact Information and Links to Depts. of Ed.:

Alabama



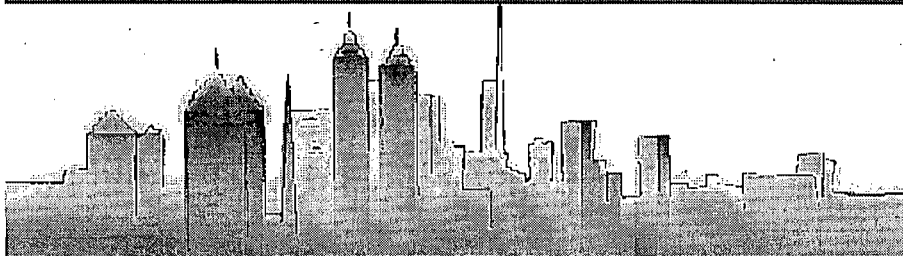
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THE URBAN TEACHER CHALLENGE



TEACHER DEMAND AND SUPPLY IN THE GREAT CITY SCHOOLS

Recruiting New Teachers, Inc.

Council of the Great City Schools

Council of the Great City
Colleges of Education

January 2000

THE URBAN TEACHER COLLABORATIVE

The Urban Teacher Collaborative was founded in 1994 to improve the quality, diversity, and cultural sensitivity of the nation's urban teacher workforce.

Recruiting New Teachers, Inc. is a national nonprofit organization founded in 1986 to raise esteem for the teaching profession, expand the pool of prospective teachers, and improve the nation's teacher recruitment, development, and diversity policies and practices. RNT's programs and services include: conducting public outreach and awareness efforts to raise esteem for the teaching profession; offering counsel and information to prospective teachers; convening national conferences focusing on teacher recruitment, development, and diversity; providing technical assistance to states and school districts; conducting research on various aspects of teacher recruitment and development; publishing guides, monographs, and reports; and serving as an information clearinghouse on teacher recruitment and development issues.

The Council of the Great City Schools is the only organization in the nation exclusively representing the needs of urban public schools. Composed of 57 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research, and media relations. The organization also provides a network for school districts sharing common problems to exchange information, and to collectively address new challenges as they emerge in order to deliver the best possible education for the nation's youth.

The Council of the Great City Colleges of Education is an association of urban higher education institutions dedicated to developing and maintaining a system of mutually beneficial support for schools, colleges and departments of education, urban school systems, and other interested organizations to improve teaching and learning in urban settings. Currently 67 Great City Colleges of Education belong to the association.

The *Urban Teacher Challenge* report can be found on the Council of the Great City Schools' Web site: www.cgcs.org and on Recruiting New Teachers' Web site: www.rnt.org. For additional copies, please contact Recruiting New Teachers, Inc., 385 Concord Avenue, Suite 103, Belmont, MA, 02478, Phone 617-489-6000, Fax 617-489-6005, E-mail rnt@rnt.org. Brief excerpts from this report may be reproduced without restriction, provided that acknowledgment is given to the Urban Teacher Collaborative.

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THE URBAN TEACHER COLLABORATIVE

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INTRODUCTION

Although teacher shortages affect schools and districts across the country to varying degrees, urban districts are facing unique challenges, owing to rapidly growing student enrollments, accelerating rates of teacher retirement, class size reduction initiatives, and demanding working conditions. Urban schools nationwide educate between 40% and 50% of the students who are not proficient in English, about 50% of minority students, and 40% of the country's low-income students. Schools in urban areas also contend with the lowest levels of student achievement, the highest dropout rates, and a disproportionate percentage of students with special needs.¹ Urban schools are also more likely to fill vacancies with teachers who have less-than-full credentials and require additional on-the-job training.² These realities further exacerbate teacher turnover in our urban schools.

To get a picture of teacher supply and preparation challenges in the nation's largest urban centers, the three partner organizations of the Urban Teacher Collaborative—Recruiting New Teachers, Inc. (RNT), the Council of the Great City Schools (CGCS), and the Council of the Great City Colleges of Education (CGCCE)—conducted surveys of the Great City Schools and Colleges of Education in 1998-99. The Great City Schools serve 6.5 million students, of whom 40% are African-American, 30% are Hispanic, 21% are white, 6.4% are Asian/Pacific Islander, and .6% are Alaskan/Native American. Just over 60% of students (60.5%) in the Great City Schools are eligible for free/reduced price lunch, 21% are English language learners, and 11.4% are students with individualized education programs.³

Great City School districts supplied information about their immediate and anticipated demand for teachers, recruitment strategies, and efforts to encourage diversity in the teacher workforce. Great City Colleges of Education provided information about their teacher preparation programs, subject areas of greatest interest to students, supports available to teacher preparation students, programs for nontraditional prospective teachers, and incentives and accommodations to attract applicants for high-need teaching areas.

The surveys returned by the districts and colleges of education updated information originally reported in *The Urban Teacher Challenge* in 1996. That report, which provided a snapshot of teacher demand and preparation in Great City School districts and Great City Colleges of Education, asserted, "Without improved teacher recruitment and development practices, this nation will fail to build the qualified, diverse, and culturally sensitive teacher workforce that today's and tomorrow's classrooms demand." This is still true almost four years later. Not only must large urban districts find and hire some 700,000 new teachers in the coming decade, they must also ensure that each new recruit is well qualified.

Teacher quality is emerging as one of the foremost concerns of school and university educators, parents, professional organizations, foundations, state education officials, business leaders, and legislators across the country. According to RNT's 1998 national poll, *The Essential Profession*, roughly nine out of ten Americans believe that the best way to raise student achievement is to provide a qualified teacher for every classroom. In fact, the public believes that improving the quality of teachers is the most important issue facing public schools today, next to school safety.

The 1998-99 surveys were designed to determine whether and in what ways large urban districts and colleges of education are addressing teacher recruitment and development challenges. RNT and the CGCS mailed surveys to all the human resource administrators in member Great City School districts. Of the (then) 54 Great City School districts, 40 (74%) responded to the survey. At the same time, surveys were also sent to the deans of the Great City Colleges of Education. Of the (then) 54 Great City Colleges of Education, 45 responded to the survey, for an 83% response rate. Telephone calls were made to boost the return rate for both surveys and to clarify responses. This *Urban Teacher Challenge* report contains the latest findings.

¹ Lippman, L., Burns, S., and McArthur, E. (1996). *Urban Schools: The Challenge of Location and Poverty*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

² National Commission on Teaching and America's Future. (1997). *Doing What Matters Most: Investing in Quality Teaching*. New York, NY: National Commission on Teaching and America's Future.

³ Council of the Great City Schools, 1999.

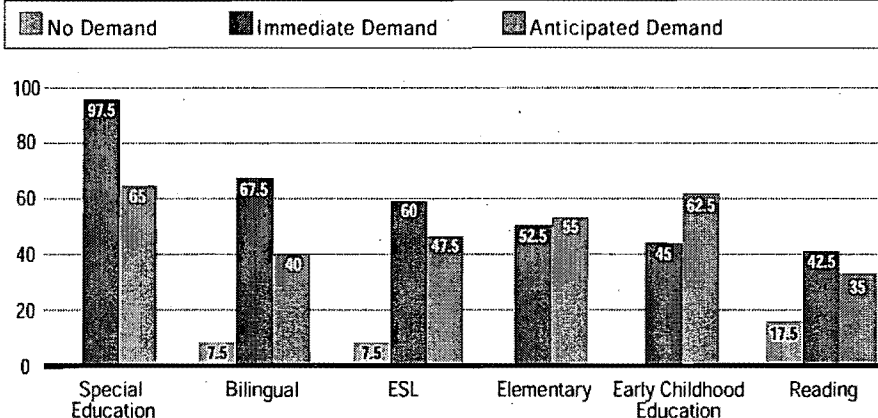
GREAT CITY SCHOOL DISTRICT SURVEY RESULTS

The district survey focused on demand for teachers, recruitment strategies, and targeted recruitment pools. Please note that for certain questions, respondents could check off any combination of answers; therefore, percentages may add up to more than 100.

Demand for Teachers

The survey asked districts to respond to questions about immediate and anticipated demand for teachers—the latter defined as demand expected over the next five years—in specific teaching areas and grade levels. [See table specifying district-by-district demand in Appendix 1.] Fewer than half (45%) of responding districts have an immediate demand for early childhood teachers, but nearly two-thirds (62.5%) anticipate demand in that area over the next five years. Slightly more than half of the districts (52.5%) have an immediate demand for elementary teachers and slightly more (55%) anticipate demand. In addition, just over eighty percent (82.5%) reported an immediate demand for male teachers at the elementary level.

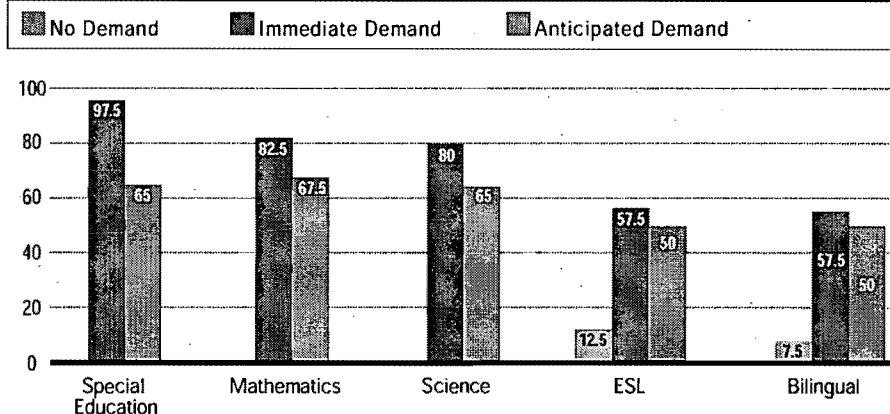
Demand for K-6 Teachers



* Multiple responses allowed.

At the elementary level, special educators are in immediate demand in 97.5% of responding districts. Bilingual educators are also in immediate demand (67.5%), as are English as a Second Language (ESL) teachers (60%). These are also the subject areas in which anticipated demand is greatest. Fewer than half of the districts (42.5%) reported an immediate demand for reading teachers.

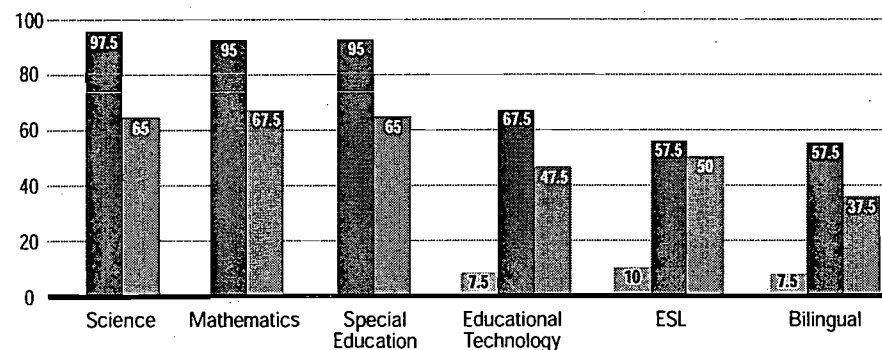
Demand for Middle School Teachers



* Multiple responses allowed.

Districts described a similar demand for special education teachers at the middle school level—97.5% immediate demand and 65% anticipated demand. In addition, 82.5% of responding districts have an immediate demand for middle school mathematics teachers and 67.5% have an anticipated demand. Middle school science teachers are also needed: 80% of responding districts indicated an immediate demand, 65% an anticipated demand. More than half (57.5%) of Great City middle schools need both ESL and bilingual teachers.

Demand for High School Teachers

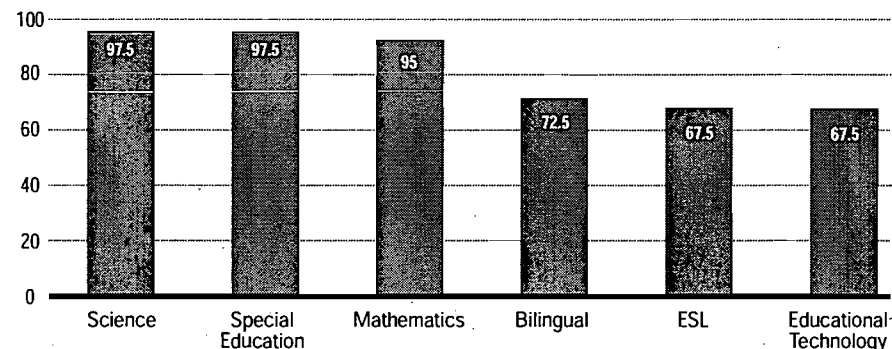


* Multiple responses allowed.

Shortages in specific subject areas at the high school level in Great City School districts are equally pressing. Ninety-seven percent of responding districts reported an immediate demand, and 65% an anticipated demand for high school science teachers. Ninety-five percent (95%) of responding districts cited an immediate demand for both mathematics and special education teachers at the high school level, 67.5% described an immediate demand for educational technology specialists, and 57.5% of responding districts noted an immediate demand for both ESL and bilingual teachers. Only 15% indicated an immediate demand for high school social studies/history teachers.

When the data about teacher demand are aggregated across grade levels, special education and science prove to be the fields in which teachers are in the most demand (97.5% of responding districts note immediate demand for both), followed closely by 95% of responding districts with an immediate demand for mathematics teachers. In addition, 72.5% of respondents reported an immediate demand for bilingual teachers, while 67.5% cited an immediate demand for both ESL and educational technology teachers.

Teacher Demand Aggregated Across Grade Levels



* Multiple responses allowed.

Demand for Teachers of Color

Nearly three-quarters of responding Great City School districts indicated that they have an immediate need for teachers of color (72.5%), and 55% of responding districts anticipate demand for teachers of color. In fact, just two districts (Birmingham, with 64% teachers of color, and New Orleans, with 78%) noted they have *no demand at all* for teachers of color. In addition, 70% of districts responded that they have special recruitment efforts under way to attract prospective minority teachers, and 95% of responding districts currently recruit at historically black and/or Hispanic colleges or universities.

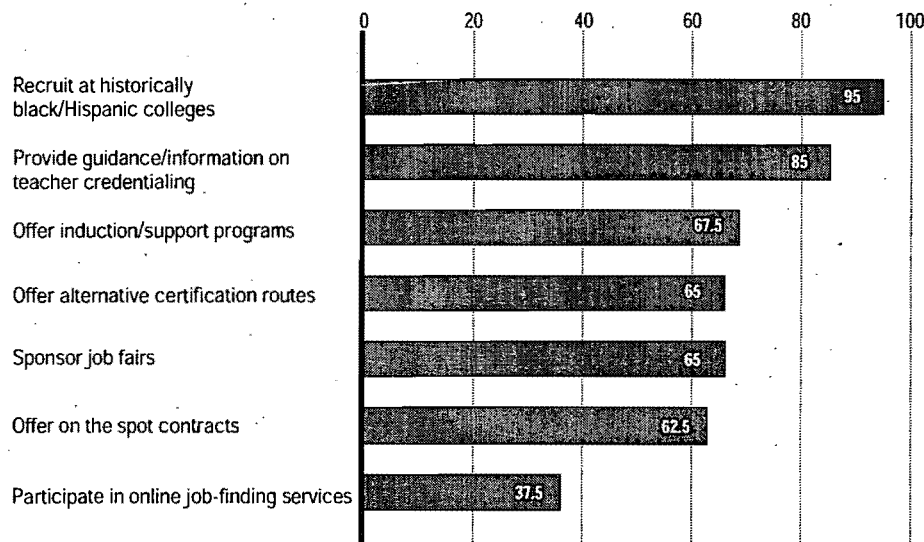
District Recruitment and Retention Strategies

The survey asked districts whether targeted recruitment efforts are under way, and, if so, what specific teacher recruitment strategies and procedures are employed. [See table of district-by-district recruitment strategies in Appendix 2.] Great City School districts are using a full range of recruitment strategies to attract teachers to their schools. Some common strategies are: offering alternative certification routes (65%), sponsoring job fairs (65%), and offering on-the-spot contracts (62.5%). Many districts also

employ technology in their efforts to recruit teachers to their districts. For example, 37.5% of the districts participate in online counseling and/or job-finding services for teacher candidates in which districts can post job openings, requirements, and contact information, and encourage candidates to post résumés. Twenty-five percent of responding districts offer monetary bonuses for talented and/or high-need subject area candidates, while 17.5% offer to waive certain job/licensure requirements and 15% offer school placement guarantees. In addition, 85% of responding districts provide guidance and information about teacher credentialing.

Districts are also beginning to use incentives to retain and develop teachers. Most importantly, more than two-thirds (67.5%) offer induction/support programs for beginning teachers.⁴ Twenty-five percent of responding districts offer tuition assistance for graduate course work. Nearly the same percentage (22.5%) offer incentives for National Board certification, and 7.5% offer bonuses for high student achievement.

District Recruitment and Retention Strategies



* Multiple responses allowed.

⁴ For more information about urban teacher induction programs and practices, see Fidler, E. and Haselkorn, D. (1999). *Learning the Ropes: Urban Teacher Induction Programs and Practices in the United States*. Belmont, MA: Recruiting New Teachers, Inc.

Developing Pathways into Teaching

An increasing number of districts are trying to address teacher shortages by "expanding the pipeline," i.e., offering nontraditional routes into the profession to individuals from diverse backgrounds and fields. The survey asked districts whether and how they encourage individuals interested in teaching to enter the profession through alternative means. Responses were as follows:

- Almost a third (32.5%) of responding districts have an immediate demand for paraeducators/teacher aides who are pursuing teaching careers and 42.5% anticipate demand in the near future. Somewhat less than half of responding districts (42.5%) have special recruitment efforts under way and 25% have special incentives or support for this group.
- Over eighty percent (82.5%) of responding districts allow a noncredentialed teacher to teach. For example, 60% of responding districts allow individuals to teach under an emergency permit;⁵ and the same percentage allow long-term substitutes to teach. Slightly over a third of responding Great City School districts (35%) have internship programs or permits in place, while 37.5% of districts offer certification waivers.⁶ Fewer than one in five districts (17.5%) employ teachers via special programs (such as Teach for America).
- More than three-quarters (77.5%) of responding districts noted that they work in collaboration with a college or university to offer programs for nontraditional teacher candidates to meet state licensure requirements; 27.5% collaborate with the local teachers' union toward this end.
- Substitute teachers are also in demand. Nearly three-quarters (72.5%) of responding districts have an immediate demand and 50% an anticipated demand. In addition, 47.5% have special recruitment efforts under way and 27.5% offer special incentives or support for substitutes. In 60% of responding districts, a bachelor's degree is the minimum requirement for substitutes, and 47.5% require a substitute permit or license. Several districts also require substitutes to complete specified course work or semester hours, the number of which varies according to the district.

⁵ Of the 24 responding districts that listed emergency permits as an option, more than half specified the duration of a permit as one year.

⁶ Of 15 responding districts that allow certification waivers, six specified the duration of a waiver as one year, five specified other amounts of time, and four did not specify duration.

GREAT CITY COLLEGE OF EDUCATION SURVEY RESULTS

More than three-quarters of the colleges and universities that responded are public institutions (35 of the 45 respondents) and four are historically black colleges or universities. Most offer a master's degree in education (82.2%) and a bachelor's degree in education (75.6%). Two-thirds of responding institutions noted that their postbaccalaureate programs are limited to licensure/certification only. Typically, responding institutions offer elementary education programs at the graduate level (77.8%), and 62.2% do so at the undergraduate level. Eighty-seven percent (86.7%) offer teacher preparation programs in special education at the graduate level, but only 51.1% offer it at the undergraduate level. English as a Second Language is a more prevalent option at the graduate level (53.3%) than at the undergraduate level (28.9%).

Attracting a Broader Pool of Students

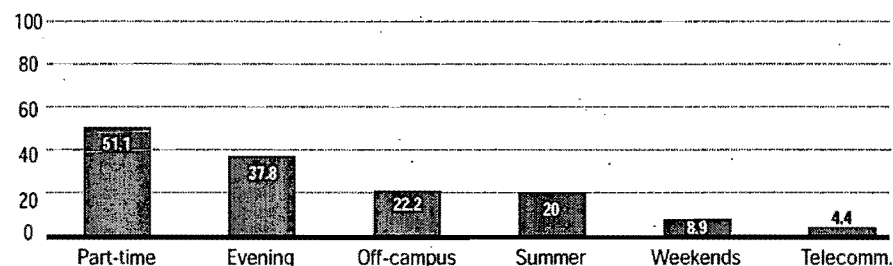
A fair number of colleges offer programs specifically for working adults seeking to become classroom teachers. Slightly less than half (46.7%) offer alternative licensure programs, while a smaller number (28.9%) offer apprenticeship/internship programs. About the same percentage (24.4%) sponsor paraeducator-to-teacher programs.

In recognition of the many "out of class" demands that students entering teacher preparation programs now have, many schools, colleges, and departments of education offer flexible course scheduling. The survey asked respondents what percentage of teacher preparation program requirements can be completed via part-time, evening, weekend, summer, off-campus, and/or telecommunications classes. A slight majority (51.1%) of respondents indicated that "all course requirements" were offered part-time, while a lesser number allow all course work (with the exception of student teaching) to be completed in the evening (37.8%), at off-campus locations (22.2%), and during the summer (20.0%). Very few offer all course requirements on the weekends or via telecommunications.⁷

⁷ Some programs offer options for students with special needs that are not available to the student body as a whole.

Scheduling Options: All Course Requirements

Immediate Demand

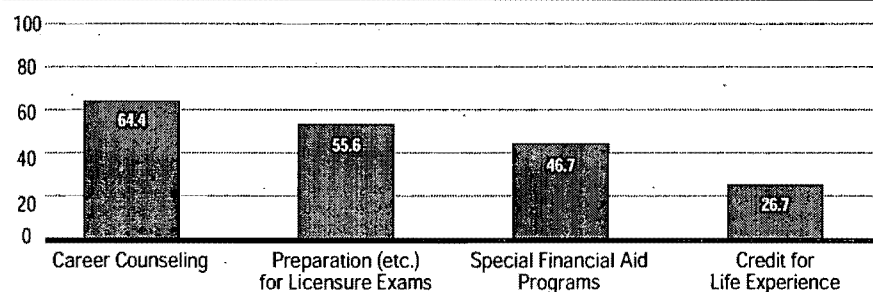


* Multiple responses allowed.

Many programs offer incentives to attract candidates to specific high-need teaching areas: targeted career counseling (64.4%); preparation, support, and academic assistance for state and national licensure exams (55.6%); and special financial aid programs (46.7%). Twenty-seven percent of responding Great City Colleges of Education (26.7%) offer credit for work or life experience in lieu of selected course work. Eighty-four percent (84.4%) of responding institutions have special placement programs or other incentives to interest graduates in urban teaching positions. In fact, nearly three-fourths (73.3%) of Council members place specific curricular emphasis on teaching in urban schools. Only 15.6% of respondents said they offer no incentives to attract candidates to high-need teaching areas.

Incentives Offered to Attract Candidates to High-Need Teaching Areas

Immediate Demand



* Multiple responses allowed.

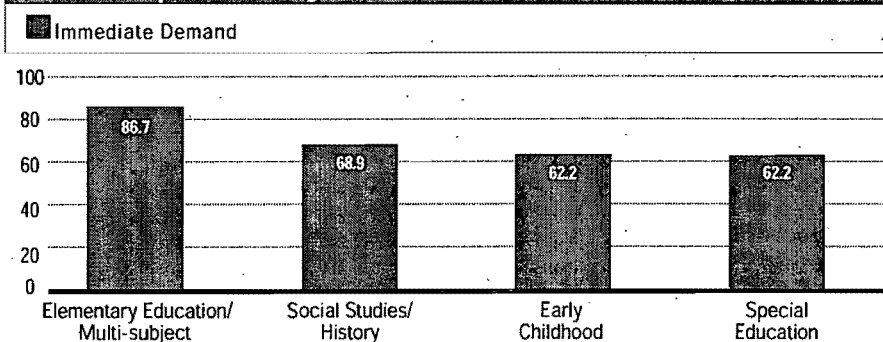
Recruiting Minority Students

The survey asked the Great City Colleges whether and how they recruit minority students into teacher preparation programs. Eighty-seven percent (86.7%) of respondents indicated that they actively recruit ethnic and racial minorities, and 55.6% also offer special support services or incentives for prospective minority teachers. In addition, a full 80% seek out students from bilingual/bicultural backgrounds, and 42.2% offer special services or incentives for these students.

Subject Areas of Greatest Interest to Students

Certain teacher preparation subject areas attract more students than others. Interest is strongest in elementary education/multi-subject (86.7%), social studies/history (68.9%), early childhood (62.2%), and special education (62.2%). Meanwhile, more than half of responding colleges selected the category "low interest" for mathematics (55.6%) and foreign languages (53.3%), and 44.4% selected "low interest" for science programs.

Teacher Preparation Subject Areas of Greatest Interest to Students



* Multiple responses allowed.

SUMMARY OF KEY FINDINGS

Results from the 1998-99 *Urban Teacher Challenge* surveys provide a snapshot of teacher demand and supply in the responding Great City School districts and Great City Colleges of Education. While the data represent only a microcosm of teacher demand across the country, these findings provide a close look at the pressing recruitment challenges facing America's largest urban schools.

The Great City School districts have a striking need for teachers—almost 100% of districts expressed an immediate demand for teachers in certain subject fields. Specifically, 97.5% of responding Great City Schools indicated an immediate demand for special educators and for science teachers, and 95% indicated immediate demand for mathematics teachers. These are the same fields that were in high demand in 1996, when the first *Urban Teacher Challenge* report was published. Bilingual teachers, ESL teachers, and educational technology specialists are also in immediate demand, while just half of the responding districts have an immediate need for elementary teachers. In general, districts anticipate shortages to continue during the next five years.

Districts address current shortages through a variety of means. Most are employing a range of recruitment strategies, including alternative licensure routes, job fairs, on-the-spot contracts, online job-finding services, and monetary incentives. Eighty-three percent (82.5%) of responding districts allow a noncertified teacher to teach. Sixty percent of responding districts allow individuals to teach under emergency permits, 60% use long-term substitutes, 37.5% hire teachers with certification waivers, and 35% of districts recognize internship programs or permits. The demand for substitute teachers is acute.

Great City School districts are also quite aggressive in trying to boost teacher retention rates; more than two-thirds (67.5%) offer induction/support programs.

Nearly three-quarters of Great City School districts have an immediate need for teachers of color and over half anticipate demand over the next five years. In responding Great City School districts, minority individuals represent 36% of teachers, whereas students of color comprise 69% of enrollment. Special recruitment efforts are under way to attract prospective minority teachers in 70% of the districts. A vast majority (95%) of responding districts in 1998-99 indicated that they recruit at historically black and/or Hispanic colleges or universities.

On the supply side, nearly three-quarters of responding **Great City Colleges of Education** emphasize teaching in urban schools as part of the curriculum, and 84% offer special placement programs or other incentives to interest graduates in urban teaching positions. The subject areas of greatest interest to teacher education students are elementary education and social studies/history. Early childhood and special education attract students at 62.2% of Great City Colleges of Education; interest is far weaker for mathematics, foreign languages, and science education. Responding institutions offer more education programs at the graduate level than at the undergraduate level. Thirty responding colleges and universities (66.7%) noted that their postbaccalaureate offerings are limited to licensure/certification only. Almost half (46.7%) of responding Great City Colleges of Education offer alternative licensure programs and 28.9% sponsor apprenticeship/internship programs; 24.4% of responding colleges offer paraeducator-to-teacher programs.

Flexible scheduling options are available to accommodate the personal and professional needs of teacher education students in just over half of the responding institutions. Colleges and universities also offer incentives to attract candidates to high-need teaching areas: more than half offer targeted career counseling and preparation, and support and academic assistance for state and national licensure exams. Almost half (46.7%) offer special financial aid programs.

CONCLUSIONS

In sum, there is no doubt that the nation's Great City School districts are experiencing real teacher shortages in specific subject fields, across grade levels, and in the ranks of minority teachers. Shortages are most severe in special education, science, and mathematics. Given the data on immediate and anticipated demand, Great City School districts are unlikely to see an end to teacher shortages any time soon.

Districts are employing a variety of strategies, including a host of new incentives, to attract teacher candidates, particularly from groups underrepresented in the profession. At the same time, however, the percentage of districts using long-term substitutes as well as teachers on certification waivers has also risen dramatically, because even with more aggressive recruitment measures in place, districts have had to adopt emergency measures in order to staff their classrooms.

One positive development that has emerged is the growing percentage of Great City School districts that have introduced induction programs to support, assist, and retain new teachers (67.5% currently, an increase since the 1995-96 *Urban Teacher Challenge* survey). Evidently, districts recognize that one way to reduce the teacher shortage is to take steps to reduce the number of teachers vacating classrooms in the first place.

Great City Colleges of Education also are expanding efforts to address the urban teacher shortage. Nearly three-quarters emphasize urban teaching within the curriculum. Even more have special placement programs or other incentives to interest graduates in urban teaching positions. Eighty-seven percent actively recruit ethnic and racial minorities and a comparable number seek out students from bilingual/bicultural backgrounds. Colleges continue to offer alternative teacher licensure programs, flexible scheduling options, plus financial aid and other kinds of support and assistance to attract career changers and other nontraditional students as well as candidates for high-need teaching areas.

Nevertheless, at the same time, teacher education students are still flocking to oversubscribed programs, making it anyone's guess where well-prepared teachers for all the high-demand areas will be found.

APPENDIX 1: TEACHERS IN IMMEDIATE DEMAND (BY DISTRICT)

E = Immediate demand at the elementary (K-6) level

M = Immediate demand at the middle school level

H = Immediate demand at the high school level

X = Immediate demand, grade level not specified in question

District	Special Education	Mathematics	Science	English as a Second Language	Bilingual	Elementary Education	Early Childhood Education	Teachers of Color	Substitute Teachers
Atlanta	E,M,H	E,M,H	E,M,H	E,M,H	E,M,H	X	X		X
Baltimore	E,M,H	M,H	M,H	E		X			X
Birmingham	E,M,H	M,H	M,H						X
Broward County (Fort Lauderdale)	E,M,H	M,H	M,H	E			X	X	X
Charlotte	E,M,H	M,H	M,H	M,H	M,H	X	X	X	X
Chicago	E,M,H	H	H	E,M	E,M	X	X	X	X
Cleveland	E,M,H	M,H	M,H		E,M,H	X	X	X	X
Columbus	E,M,H	M,H	M,H	E,M,H	E,M,H			X	X
Denver							X	X	
Des Moines	E,M,H	M,H	M,H	E,M,H	E,M,H	X			
Detroit	E,M,H	M,H	M,H		E,M,H	X		X	X
Fort Worth	E,M,H	M,H	M,H	E,M	E	X	X		
Fresno	E,M,H	M,H	M,H	E,M,H	E,M,H				X
Houston	E,M,H	M,H	M,H		E	X	X		
Indianapolis	E,M,H	M,H	M,H	E,M,H				X	X
Jefferson County (Louisville)	E,M,H	M,H	M,H					X	X
Los Angeles	E,M,H	E,M,H	E,M,H	E,M,H	E,M,H	X	X	X	X
Memphis	E,M,H	M,H	M,H	E,M,H	E,M,H	X	X	X	X
Miami-Dade	E,M,H	M,H	M,H	E,M,H			X	X	
Milwaukee	E,M,H	M,H	M,H		M,H	X		X	X
Minneapolis	E,M,H	E,M,H	E,M,H		E,M,H				

District	Special Education	Mathematics	Science	English as a Second Language	Bilingual	Elementary Education	Early Childhood Education	Teachers of Color	Substitute Teachers
Nashville	E,M,H	M,H	E,M,H	E,M,H	E,M,H	X	X	X	X
New Orleans	E,M,H	M,H	E,M,H	E,M,H	E,M,H	X	X		
New York City	E,M,H	M,H	M,H	E,M,H	E,M,H	X	X	X	X
Newark	E,M,H	H	H	E,M,H	E,M,H	X		X	X
Oakland	E,M,H	E,M,H	E,M,H	E,M,H	E,M,H	X		X	X
Omaha	E,M,H	M,H	M,H	E,M,H			X	X	X
Philadelphia	E,M,H	E,M,H	E,M,H	E,M,H	X	X	X	X	X
Pittsburgh	E,M,H		H		E,M,H			X	X
Portland	E,M,H	H	H	E,M,H	E,M,H			X	X
Richmond	E,M,H	M,H	M,H			X	X	X	X
Rochester	E,M,H	M,H	M,H	E,M,H	E,M,H				X
Sacramento	E,M,H	M,H	M,H		E			X	
Saint Paul	E,M,H	M,H	M,H	E,M,H	E,M,H		X	X	X
Salt Lake City	E,M,H	M,H	H	E,M,H				X	X
San Antonio	E,M	M,H	M,H	H	E			X	X
San Diego	E,M,H	H	H		E			X	
San Francisco	E,M,H	M,H	M,H	E,M,H	E	X	X	X	
Toledo	E,M,H	H	M,H			X			X
Tucson	E,M,H	M,H	H	H	E,M,H			X	X

APPENDIX 2: RECRUITMENT STRATEGIES (BY DISTRICT)

District	Strategy	Special recruitment efforts at colleges and universities	Recruit at historically black/Hispanic colleges	International recruitment efforts	Incentives (e.g., housing assistance, relocation benefits, etc.)	Waive certain job/licensure requirements	School placement guarantees	Offer on-the-spot contracts	Offer induction/support programs	Offer alternative certification routes	Offer monetary bonus for talented/high-need subject area candidates	Offer bonus for high student achievement	Offer loan forgiveness program	Tuition assistance for graduate course work	Incentives for NBPTS certification	City or county residency requirement	Provide guidance and information about teacher credentialing	Sponsor job fairs to attract new teachers to school district	Provide teacher employment information via telephone hotline	Participate in online counseling and/or job-finding services or Web site
Atlanta		X	X	X					X								X	X	X	X
Baltimore		X	X		X			X	X	X			X	X			X	X	X	
Birmingham		X	X	X						X			X				X	X		
Broward County (Ft. Lauderdale)		X	X					X	X				X	X			X		X	X
Charlotte		X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X
Chicago		X	X						X	X			X	X		X	X	X	X	X
Cleveland		X	X					X												
Columbus		X	X	X				X						X			X			
Denver		X	X	X	X			X	X	X							X	X	X	X
Des Moines		X	X						X								X	X	X	
Detroit			X								X							X		
Fort Worth		X	X	X				X		X	X	X	X	X			X	X	X	
Fresno		X	X	X		X		X	X								X	X	X	X
Houston		X	X	X	X				X	X	X	X	X				X	X		X
Indianapolis		X	X					X	X	X							X	X	X	
Jefferson County (Louisville)		X	X					X	X	X					X		X			
Los Angeles		X	X	X			X	X	X	X	X				X		X	X	X	X
Memphis		X	X							X							X	X		
Miami-Dade		X	X					X	X					X			X			X
Milwaukee		X	X					X	X	X						X	X	X		
Minneapolis		X	X					X	X	X	X				X		X	X		

APPENDIX 2: RECRUITMENT STRATEGIES (BY DISTRICT)

continued

District	Strategy	Special recruitment efforts at colleges and universities	Recruit at historically black/Hispanic colleges	International recruitment efforts	Incentives (e.g., housing assistance, relocation benefits, etc.)	Waive certain job/licensure requirements	School placement guarantees	Offer on-the-spot contracts	Offer induction/support programs	Offer alternative certification routes	Offer monetary bonus for talented/high-need subject area candidates	Offer bonus for high student achievement	Offer loan forgiveness program	Tuition assistance for graduate course work	Incentives for NBPTS certification	City or county residency requirement	Provide guidance and information about teacher credentialing	Sponsor job fairs to attract new teachers to school district	Provide teacher employment information via telephone hotline	Participate in online counseling and/or job-finding services or Web site
Nashville		X	X					X	X								X			
New Orleans		X	X			X		X	X	X				X	X		X			
New York City		X	X	X		X	X		X	X			X	X			X	X	X	
Newark		X	X							X	X						X			
Oakland		X	X	X				X		X							X	X	X	X
Omaha		X	X					X	X								X	X	X	X
Philadelphia		X	X				X	X	X	X						X	X	X		X
Pittsburgh		X	X														X			
Portland		X															X	X	X	X
Richmond		X	X		X					X	X						X	X		
Rochester		X	X				X	X	X				X				X			X
Sacramento		X	X	X		X		X	X	X							X	X	X	X
Saint Paul		X	X	X	X		X	X	X	X	X		X	X	X		X		X	X
Salt Lake City		X	X															X	X	
San Antonio		X	X					X	X	X	X		X		X			X		
San Diego		X	X		X			X	X	X					X		X		X	
San Francisco		X	X			X		X	X	X							X	X	X	
Toledo		X	X						X	X				X	X		X		X	
Tucson		X				X													X	

APPENDIX 3: FACTS ABOUT THE GREAT CITY SCHOOL DISTRICTS AND COLLEGES OF EDUCATION

Responding Great City Colleges of Education provided demographic information about their teacher education students, and responding Great City School districts provided demographic information about their students and teachers. (Note: The figures below are estimates.)

Responding Great City School Districts

- The total number of students in 39 responding districts was 5,505,484, with individual district enrollments ranging from 25,207 in Salt Lake City to 1,100,000 in New York City.
- The total number of teachers employed by 39 responding Great City School districts was 325,203, ranging from 1,270 in Salt Lake City to 75,170 in New York City.
- Students of color comprise approximately 69% of the enrollments of the 35 districts that provided this information. Minority individuals represented 36% of teachers in 35 responding districts.
- The total number of new teachers hired by 39 responding districts for the 1997-98 school year was 33,691.
- Thirty-one districts responded to the question about novice teachers, reporting that 12,788 of new hires for 1997-98 were novices.
- In 29 responding districts, 35% of teachers had 20 or more years of experience.
- One-quarter of the teachers in 34 responding districts are male.
- Bilingual teachers comprised 10% of the teaching force in 30 responding districts.
- Twenty-eight districts provided information about late hires, reporting a mean of approximately 19%, and a range from 55% in Fort Lauderdale to only .2% in Birmingham.

Responding Great City Colleges of Education

- The total number of teacher education students attending 45 responding colleges and universities was approximately 71,280.
- Half of the students in 40 responding education programs are over the age of 25.
- Students of color represented approximately 25% of the student bodies of 44 responding programs.
- Bilingual students comprised 15% of enrollees at 33 responding colleges and universities.
- Approximately 71% of the education students were female (43 colleges and universities responding).

RESPONDING GREAT CITY SCHOOL DISTRICTS AND COLLEGES OF EDUCATION

Responding Great City School Districts:

Atlanta, Baltimore, Birmingham, Broward County, Charlotte-Mecklenburg, Chicago, Cleveland, Columbus, Denver, Des Moines, Detroit, Fort Worth, Fresno, Houston, Indianapolis, Jefferson County, Los Angeles, Memphis, Metropolitan Nashville, Miami-Dade, Milwaukee, Minneapolis, New Orleans, New York City, Newark, Oakland, Omaha, Philadelphia, Pittsburgh, Portland, Richmond, Rochester, Sacramento City, Saint Paul District 625, Salt Lake City, San Antonio, San Diego, San Francisco, Toledo, Tucson.

Responding Great City Colleges of Education:

Boston College, Brooklyn College-CUNY, California State-Dominguez Hills, California State-Fresno, California State-Hayward, California State-Los Angeles, California State-Northridge, California State-Sacramento, Cleveland State University, DePaul University, Florida International University, Howard University, Kean University, Marquette University, Montclair State University, New York University, Norfolk State University, Old Dominion University, Portland State University, Rhode Island College, San Diego State University, San Francisco State University, Temple University, Tennessee State University, Towson University, University of Colorado at Denver, University of Dayton, University of Houston-Central, University of Louisville, University of Maryland-College Park, University of Miami, University of Minnesota, University of Missouri-St. Louis, University of Nebraska at Omaha, University of North Texas, University of Oklahoma, University of Pittsburgh, University of Rhode Island, University of Rochester, University of Toledo, University of Washington, Vanderbilt University, Virginia Commonwealth University, Wayne State University, Wright State University.

August 4, 2000

MEMORANDUM TO BRUCE REED

CC: Barbara Chow
From: JB Buxton
Re: Teacher Housing Incentives

This memorandum provides options for possible executive actions on a program to assist the nation's teachers find affordable housing. Helping teachers find affordable housing can be an incentive for teachers to enter and remain in the profession and to teach in high need areas. The memorandum also provides background on the policy issue, current local and federal efforts, and introduced legislation in the area.

An executive action on teacher housing could be used as a deliverable at a message event on teacher quality. It would provide an opportunity to showcase the administration's teacher quality budget package and to demonstrate the Administration's commitment to teachers, to helping states and districts attract teachers to high need areas, and to the importance of high quality teachers to improved student performance.

Background

As states and districts have grappled with the challenge of recruiting and retaining high-quality teachers for their schools—especially their high need schools—they have traditionally focused on salary incentives such as signing bonuses, relocation stipends, and across-the-board pay raises. In addition to these initiatives, some districts have begun to turn to incentive programs focused on housing and home ownership.

With over 2 million teachers to be hired in the next decade and data that shows 22% of teachers leave their jobs within the first three years and 30-50% of teachers leave jobs in urban areas in the first five years of teaching, states and districts need help in attracting and retaining high quality teachers, especially in hard-to-staff geographic areas and struggling schools and districts. Housing and home ownership incentives are ways to offer tangible recruitment and retention incentives for teachers, attract teachers to high need areas, and provide implicit pay raises through rental and home ownership subsidies.

A few districts and cities have begun to offer teacher housing programs to their workforce. In **Baltimore**, the school district is offering a \$5,000 home-buying grant to assist teachers with closing costs or down payments for homes purchased in the city. **San Jose, CA** has begun a program that will provide teachers with loan assistance, up to \$40,000 at 0% interest, which can be used for the purchase of a single-family residence, town home, or condominium. In **Santa Clara, CA**, the Intel Corp. has agreed to purchase a \$10 million bond from the school district at below-market interest that will allow the district to create a \$1.25 million fund to help pay \$500 a month toward each eligible teacher's mortgage for five years. And in **San Francisco**, the city is involved in a local effort to build affordable apartment buildings for teachers.

Through HUD, the federal government had initiated a couple of small programs to help teachers find affordable housing. The **Teacher Next Door Program** offers teachers a 50% discount on HUD homes (homes that FHA has foreclosed on). Homes must be located in the school district in which the teacher is employed and they must be in a HUD-designated "revitalized area." The program is a small one. HUD looks to offer about 8,000 to 10,000 single-family houses, townhouses and condominiums. However, at present, there are only 1,500 homes are eligible for purchase. HUD is also involved in providing mortgage insurance for developers in the San Francisco initiative to build apartments for local teachers.

Introduced Legislation

Over the last few years, there have been three bills on the Hill (all introduced in the House) dealing with the issue of teacher housing. The only bill to pass the House and go to the Senate was one sponsored by Rep. Lazio (R-NY).

Lazio's bill includes some initiatives we might want to do with an executive action. HR 1776 offers a variety of measures to help teachers purchase homes, including mortgage insurance assistance, loan guarantees, reduced down payment requirements. It would also create a discounted (50 percent) home purchase and downpayment assistance program for qualified teachers, law enforcement officers, and other emergency personnel for FY 2000 through 2004. HR 1776 passed the house by a vote of 417-8 earlier this year. It was referred to the Senate Committee on Banking, Housing, and Urban Affairs. Hearings were held on the bill in March.

The two other bills that were introduced are buried in the House Subcommittee on Housing and Community Opportunity. HR 2657, introduced by Rep. Joe Crowley (D-NY), would authorize the Secretary of HUD to sell HUD-owned single family properties at a discount to eligible elementary and secondary school teachers for use as their residences and would provide mortgage down payment assistance. HR 3884, introduced by Rep. John J. LeFolce (D-NY), would provide for 1% down payments for FHA mortgage loans for teachers and public safety officers.

Options for Executive Action

The following are some options for executive actions to help states and districts recruit and retain teachers that are not subject to the appropriations process. Any initiative on teacher housing would be focused on the goal of attracting and retaining teachers in high need areas. While this initiative would provide implicit pay raises for teachers, the program should be targeted to those teachers and areas where it is most in need.

Option 1: Executive Order or Executive Memorandum to HUD

We could create an EO or EM to HUD that would direct the Secretary to develop programs within statutory authority to assist teacher home ownership. Such an executive action would reference expanding or improving the Teacher Next Door Program and creating an FHA program that would offer such subsidies as discounted rates for down payments, lower interest rates, and higher mortgage amounts.

- Pro: We would be visible on teacher recruitment issues and assisting teachers during the budget process. We would also be providing help to states and districts where it's needed.
- Con: We wouldn't actually be doing anything. Given the time left in the Administration, it is questionable whether much of a program would get developed—it wouldn't be much of a priority. No teacher would see likely see a benefit before the Administration ends.

Option 2: Develop an FHA Mortgage program for Teachers

Direct HUD to develop (through an EO or otherwise) an FHA program along the lines as the one they offer to Indian Americans and veterans. A program for teachers would offer home ownership assistance through such areas as lower rates if interest, lower down payments, lengthier term of mortgage, higher mortgage limits, and lower mortgage insurance costs and monthly premiums.

- Pro: Would create a program that could begin immediately—teachers would benefit. Could be done through an EO or through negotiations and development with HUD.
- Con: May not be within authority of HUD, without statutory changes (waiting for answer).

Option 3: Develop "Mortgage E Letters" and other Programmatic Initiatives

Much like what the White House and HUD did with the ADA event last week, we could develop what are called "mortgage E letters" and programmatic initiatives, which entail sending directives to all the lenders with whom they work to inform them of specific lending policies or funding possibilities with respect to housing for teachers. For example, they could inform lenders that they can subsidize the cost of mortgage insurance on apartment buildings for teachers, as they do in San Francisco.

- Pro: This would be a useful deliverable for a teacher quality event and would get us out there on the issue. It may spur some private sector/lender action to help make home ownership and housing rental more affordable for teachers.
- Con: It won't ensure that anything occurs as a result. Lenders would have to respond and it is unlikely that anything would happen while the Administration was here. Overall, you might see a few more San Francisco-like apartment building programs, which are not as desirable as home ownership assistance programs.

Recommendation

If HUD has the statutory authority to carve out a special FHA program for teachers, then it would make sense for the President to create an EO directing HUD to create such a program, as well as to develop any other programs which help make housing more affordable and home ownership possible for teachers as a means for recruiting and retaining them in high need areas. If it is not possible, then the third option (mortgage E letters) would create the possibility of assistance and would at the least demonstrate our commitment to the issue.

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August 4, 2000 Friday, FINAL / ALL

SECTION: NATIONAL; Pg. 1A

LENGTH: 1076 words

HEADLINE: CLEVELAND TEACHING JOBS GO UNFILLED

BYLINE: By JANET OKOBEN and SCOTT STEPHENS; PLAIN DEALER REPORTERS

BODY:

The **Cleveland schools** have a list of teacher openings that only seems to get longer as the new **school** year gets closer.

Yesterday, 446 teaching jobs remained unfilled. Last week, Personnel Director Carol Hauser thought the number was 375 - until she found out about some last-minute retirements.

"I had a false sense of security for a few days," Hauser said.

Now, Hauser's hopes of filling most of the openings before the start of **school** have been dashed, and she concedes many children will start the year with substitute teachers.

That's bad news for the district's 77,000 students, said Michael Charney, professional issues director of the **Cleveland Teachers Union**.

He said the lack of teachers trained in the subject areas they are teaching was the most serious issue facing large, mostly minority **urban districts**.

Without qualified teachers, it's more difficult for urban students to master state-imposed proficiency tests, graduate from high **school** and succeed in college, said Charney, a middle **school** civics teacher.

"The failure to provide certified teachers in urban **schools** is evolving into one of the most important civil rights issues of the early 21st century," Charney said. "Too often, the children who need the most qualified teachers are instead being taught by people who do not have the proper credentials."

"This shows the growing disparity in the way society treats children in urban **schools** compared to the opportunities children in suburban **schools** receive."

Having substitutes in place of certified teachers would seem to work against the district's promises of reform. Hauser said it was difficult to say what effect it would have on reform efforts. But she agrees it is not the ideal situation. Her response is that the district is trying.

"We definitely want a certified teacher in every classroom. If teachers aren't certified, we're making every effort to make them certified," she said.

Hauser said her recruiters had gone to every college with an education program within 500 miles of **Cleveland** seeking qualified teachers for the district's 121 **schools**. They have filled 230 spots. For the remaining 446 openings, about 200 candidates are close to being hired. But some **schools** still have close to 20 openings.

Recruiting and keeping teachers is a problem for **school** districts across the nation. **Cleveland**, with a teaching staff of 4,700, has started each of the last several years with scores of openings.

"It's something metropolitan districts are struggling with as well as rural districts," said Marilyn Braatz,

spokeswoman for the Ohio Department of Education's Center for the Teaching Profession. "**Urban districts** are not the favorite places for teachers to go and spend their career."

Several other factors have worked against **Cleveland's** recruiting efforts:

A slow hiring process that is not computerized. Hauser said the paperwork was cumbersome, and some anxious teachers take jobs in other districts while they wait to hear from **Cleveland**. She hopes to have a computerized system for next year's hiring.

Relatively low pay compared to suburban districts and a lack of bonuses or other incentives.

Retirements of teachers hired 30 years ago when enrollments were swelling, and not enough applicants in fields such as special education, math and science.

A large number of special education students - about 12 percent, which is higher than the average statewide. Special education teachers, along with those certified in math and science, are among the most difficult to find.

New positions because of grade realignments and federal grants for new teachers.

Braatz said the problem was not a lack of teaching candidates coming out of college, but a failure to persuade enough of them to take teaching jobs. Some go to graduate **school**, some start families and others take higher-paying jobs in the business world.

"It's not so much a shortage," she said. "According to our records, there are enough people out there to fill open positions."

The Akron **school** district, with a teaching staff of 2,000, hasn't had as much trouble filling openings. Fewer than 10 of 200 openings remain, said Leah Mercer, a district spokeswoman.

As Hauser scanned a crowded hallway outside the human resources office Wednesday, where potential teachers were filling out forms and preparing for interviews, she said any candidate who passes muster could count on a job offer.

Hauser has been on the job six months, taking over a department that has been plagued by problems, including teacher applications left unopened.

"You don't dwell on what's wrong," Hauser said. "You dwell on what you need to do and get it right."

Some of the work has paid off. The **Cleveland School** of the Arts had 17 openings in July, and now has only three. But Harry E. Davis Middle **School** still has 19 openings, and Martin Luther King Middle **School** has 17.

This year's new teachers will come from Ohio, Puerto Rico, Oregon, North and South Carolina and Pennsylvania. The challenge will be to keep them. In the 1998-99 **school** year, 28 percent of newly hired teachers left after the first year, partly because of difficulty adjusting to the job.

The district plans to hold more orientation sessions and periodic meetings with new teachers. It also is considering bonuses of \$500 to \$1,000 for new teachers, and possibly paying relocation expenses. But Hauser said the changes would have to be negotiated with the teachers union.

Meryl Trimble Johnson, director of community relations for the union, said the union had always supported incentives to lure teachers. But it does not want merit raises or bonuses based on performance.

"What we always say, though, is that the best kind of incentive is better pay. You can't expect teachers to want to come here when we're on the bottom" of the county list of average teacher salaries, she said.

Walter Thomas, a new teacher who will move from Columbus to teach sixth grade at Charles Eliot Middle **School** this year, said he chose **Cleveland** and, so far, he was pleased. As he waited in line earlier this week to be fingerprinted, Thomas said he set his sights on returning to the classroom when he was an administrator on a limited contract at Wilberforce University.

"I was always really impressed with the students we would get from **Cleveland** and I said, If I ever get to the point where my contract isn't renewed, I'm going to go to **Cleveland** and teach there," he said.

GRAPHIC: PHOTO BY: GUS CHAN / PLAIN DEALER PHOTOGRAPHER (Page 15A); Patricia Davis gets her fingerprints entered into a computer Tuesday as security consultant John Guarino gathers the information for the state of Ohio and the FBI. Davis was hired to teach at Louis Pasteur Elementary **School** in **Cleveland**.; **BOX:** THE PLAIN DEALER; **Cleveland's teacher shortage;** For more detail see microfilm; **SOURCE:** **Cleveland School** District, Ohio Department of Education

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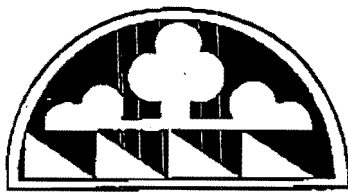
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Nancy S. Grasmick
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Maryland Welcomes National Teacher Recruitment Clearinghouse ***President Clinton Announces New Service to Fill Vacancies***

BALTIMORE, MD (August 26, 2000) – The Maryland State Department of Education welcomed the opportunity to participate in the national online Teacher Recruitment Clearinghouse, announced today by President Clinton in his weekly radio address as a measure to help solve the nation's teacher shortage problem. The Clearinghouse, developed by Recruiting New Teachers, Inc. and the U.S. Department of Education, will use advanced Internet technology to inform qualified teachers of classroom vacancies.

The Clearinghouse, at <http://www.recruitingteachers.org>, is a comprehensive resource on the Internet where prospective teachers can learn about jobs, get answers to critical questions about careers in teaching and link to more than 150 other educational institutions' web sites. It is part of the President's education proposals that include reducing class size, providing after-school and summer school, building and modernizing schools, improving teacher quality, and turning around failing schools.

"Maryland is pleased to participate in this national initiative," said State Superintendent of Schools Nancy S. Grasmick. "Like other districts nationwide, we are facing a critical shortage of teachers. In the short term we have been able to fill positions for the opening of this school year, but we realize this shortage will go well into the next decade. It is crucial that we develop sustained efforts such as the Clearinghouse to improve our recruitment and retention efforts and that we provide the necessary support for efforts to improve education."

Dr. Grasmick said Maryland schools indicated a shortage of nearly 600 teachers in mid-August, particularly at the secondary level and in areas such as math, science, and special education. Many of those vacancies remained unfilled this week, especially in the larger school systems in the Baltimore-Washington area. The state expects to need as many as 11,000 new teachers for the 2001-2002 school year as many teachers become eligible to retire, enrollment increases, and initiatives reducing class sizes are implemented.

Maryland has put in place a number of incentives for teachers over the last two years, including signing bonuses, tax credits for graduate work, stipends for national certification, and mentoring programs for new

(more)

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teachers. The General Assembly also enacted legislation that allowed retired teachers and school principals to return to the classroom without penalty to their retirement income.

Dr. Grasmick said the state, already looking to improve recruitment efforts for next year, will benefit from the resources of the Clearinghouse which will help streamline hiring practices and broaden the talent pool of quality teacher candidates. It will provide free information for teachers seeking jobs, prospective teachers, and resources to help school system personnel in their recruitment efforts.

Maryland's efforts will also include direct marketing to teacher education candidates, working with surrounding states to develop common certification data collection procedures, expanding opportunities for persons with liberal arts degrees to become teachers, establishing educator clubs in middle and high schools, and strengthening staff development for both teachers and principals.

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