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**Introduction**There can be no doubt that Kentucky and the nation is in the midst of a shortage of teachers. The evidence lies in the decline in the number of students enrolled in teacher education programs, in the increasing number of teaching positions remaining unfilled, and in the rising levels of teacher attrition. Unlike other areas of the economy though, this shortage has been coming for many years and was only exacerbated by the pandemic-fueled employee shortage. Research regarding the causes and solutions of this issue is limited, and school districts and states throughout the nation have attempted fragmented solutions to address the problem, with most of the effort focused on historically hard-to-staff areas.

The vision of the Coalition to Sustain the Education Profession is, in part, “the education profession will become a desirable career option for current and future teachers…” To begin the process of bringing that vision to fruition, nine task forces were formed to study, discuss, and provide recommendations for the consideration of the Steering Committee. The task forces were organized under three areas of focus – teacher retention, teacher recruitment, and marketing. These task forces include professionals from throughout Kentucky’s public education system including practicing teachers, school and district leaders, higher education faculty, and support organizations. These individuals bring real-world and real-time experience to the issue and themselves serve as a type of research, as they can identify the problems and barriers that are affecting the supply of high-quality teachers through direct observation.

**Evidence of Shortage**

In 1991, the Teacher Shortage Area Report for Kentucky listed three areas where the state was experiencing a shortage (secondary foreign language, learning disability, and trainable mentally handicapped). In 2022, the same report for Kentucky lists shortage areas (which vary slightly by region) in almost every subject area. Whether one considers teacher turnover rates of 16.2 percent, the 83.7 percent average of jobs filled versus jobs posted, or the dramatic increase in the use of emergency certified positions, all the data indicate a poor and worsening picture of the attractiveness of the teaching profession. Finally, the national enrollment trends in teacher education programs have been in decline for nearly two decades, with *Education Week* reporting that 22 percent fewer bachelor’s degrees conferred in education were awarded in 2019 than were awarded in 2006 (Will, 2022). In Kentucky, there has been a multi-year decline in enrollment in teacher education programs from 10,802 in 2017-18 to 9,616 in 2021-22 (CPE Report, 2022). To illustrate just one example of a worsening of an already untenable situation, the Kentucky Office of Education Accountability (2019) suggested that the number of graduates from teacher education programs in science in the past four years be able to replace only about

100 of the 1,000 vacancies created by retirement. This is the most severe example, but there are multiple areas where the issue is serious and growing.

***“Science teachers are graduating at a rate that will fill
10 percent of jobs created by retirements.”***

**Reasons for Shortage**

The reasons one may choose one profession, or another is multifaceted and difficult to fully quantify. One reason that college going future workers have increasingly chosen routes other than teaching that has been clearly identified, is the pay differential between teaching and other professional careers, often called the teacher wage penalty. Nationally, in 1993, the teacher wage penalty based on weekly wages to account for the shorter work year, was
5.1 percent, but in 2019, the figure had risen to 19.2 percent (Alegretto & Mishell, 2020). In Kentucky, the teacher wage penalty in 2019 was 22.2 percent. There are numerous reasons why the 50 percent of high school students responding to the sample of students taking the ACT assessment during the 2017-18 school year expressed no interest at all in teaching including “Teachers don’t get enough respect” (30 percent), and “Not much opportunity for career development” (43 percent), the highest selected reason – at 63 percent - was “It doesn’t initially pay very well” (Croft, Guffy, & Vitale, 2018).

***“63% of high school students taking the ACT dismiss
teaching because of low pay.”***

A 2021 Rand study on why teachers leave the profession (Diliberti, Schwartz, & Grant) found that “the stress and disappointment of teaching weren’t worth it” was the reason given by four in ten of the respondents who had voluntarily quit teaching. This was twice the number that selected pay as their primary reason. Garcia and Weiss (2019) point out that more than over
13 percent of teachers strongly agree that inappropriate classroom behaviors reduce their ability to teach, almost 22 percent of teachers have been threatened by a student, and over eight percent have been physically attacked by a student. Stress can have many causes, but interestingly, the same study found that for those teachers who had left public schools for a job in a private school, 86 percent noted that they found a better work climate and 77 percent
reported more teaching control. In Kentucky, 67 percent of teachers responded negatively to

the survey question asking about student disruption of the learning environment on the 2022 Impact Kentucky survey. The same survey found 19 percent of teachers (compared incidentally to two percent of principal feeling less than “quite safe” at school. The implications here are many and may be due to the additional state mandated requirements for public school teachers and the inherent differences in parent support and expectations in private schools.

***“67 percent of teachers gave a negative response regarding disruptions to classroom learning environment.”***

Returning to the most recent Impact Kentucky survey (Panorama Education, 2022) results, other disconcerting results include 75% of teachers being concerned about the emotional well-being of their colleagues, 66% being concerned about their own emotional well-being, almost 30% expressing feelings of not belonging in their school, and only 43% feel their work environment is a quite positive one. The survey doesn’t delve into the reasons behind the numbers, but the numbers alone paint a less than positive picture for the sustainment of the profession as it currently exists.

***“Only 43 percent of teachers feel their work environment is positive.”***

While some observers of the national educational scene balk at using the word crisis and point out that national data is inconclusive due to the way such data are currently tracks (Thompson, 2022), it is hard to look at the above national findings and current state data and deny that Kentucky has, at the very least, something about which to be strongly concerned, especially given that a 2019 report by the Kentucky Office of Education Accountability reported that principals identified numerous problems created by the lack of qualified applicants, including increased disciplinary problems, a more negative school culture, strain on school resources to support new or substitute teachers, or hesitance to dismiss low-quality teachers for fear of not being able to replace them. If you are a child in a class with an unqualified teacher, or no regular teacher at all, learning the required standards becomes quite difficult.

**Addressing the Problem**

Like any complex problem that has developed over a long period of time and has been influenced by multiple internal and external factors, the solutions that will result in making the teaching profession a more widely desirable, lucrative, manageable, and respected career option are not easy to quantify, prove, or implement. Lawmakers and policymakers have not ignored the existence or the problem; nor have they declined to attempt solutions. Educating the next generation of Kentuckians is one of the primary responsibilities of state government, and very few legislators and other state leaders are hostile to the institutions that prepare more than 90 percent of the state’s children for citizenship and the workforce. There have been multiple reports, measurement of the issue, and commissions established. People of goodwill will obviously have different ideas about the breadth of the problem and the effect of any proposed solutions, but most responsible leaders will at least recognize that there is a real and growing problem that needs to be addressed. In a state with so many working on an issue, it may seem odd that only seemingly isolated solutions have been attempted. The decentralized management of the P-16 educational system, the differences in sizes and resources among those systems, and even the sheer volume of information released seemingly every day make keeping up with progress difficult.

***“Most leaders will recognize there is a real and growing
problem that needs to be addressed.”***

The task force recommendations address many areas, and there is existing academic research to strongly support most of the components, while other components rely on participant observations and ideas. One such research-based area - teacher certification - is very complex, but highly important, especially given the large number of alternative pathways available. Researchers have noted that while colleges and universities prepare most teacher candidates through regular programs, there are increasing numbers of teachers entering through alternative programs (King, 2022). King found that though colleges and universities nationwide have had leaner enrollment growth rates than other institutions, the completion rates are much more positive nationally. For that reason, it is important to make sure that our state’s higher education institutions are fully engaged and are an integral part of alternative preparation and certification. Another recommendation addresses the financial costs of preparation and is buttressed by some documented success from Florida reported by Feng and Sass (2015 in teacher recruitment and retention after implementing financial incentives for teachers). Similarly, Amrein-Beardsley (2012) in a study of Arizona’s most expert teachers found that, after a high-quality principal, salaries and benefits are their highest concern. Like in most of society, pay rates are usually associated with responsibility, recognizing value, and conveying respect. The recommendation regarding the development of high quality and universal induction and support programs has a broad and expanding base of support in the

research as being important to reducing attrition and increasing teacher retention (Ronfeldt & McQueen, 2017) (Smith & Ingersoll, 2004).

***“Public schools are the heart of our community.”***

There are six recommended strategies found starting on page 6 of this document. Each of the six strategies has multiple components or considerations. Some of these components, if enacted, will require substantial financial resources. Another of the strategies is focused on gathering a more complete picture of various issues that will enable lawmakers to enact more effective solutions. Others are proposed to help clarify and streamline areas of the profession that have become convoluted through years of evolution in process and practice, and still others are intended to ensure equitable access to excellent programs, make opaque systems more transparent and accessible, and to stem the tide of negativity so that Kentucky citizens will recognize that public schools are at the heart of our communities and are the primary engine for economic growth, upward mobility, and social stability. Like an athletic team in a rebuilding year, it may take some time and effort to get some wins, but once it begins to happen, potential teachers currently in our schools and already in our workforces will realize that being a teacher is something important and respected, and they will want to be a part of it.

**Structure of Coalition to Sustain the Education Profession**

As noted above, the Coalition to Sustain the Education Profession is guided by a steering committee composed of leaders from business, labor, education, and government. The Coalition is co-chaired by two highly respected school district superintendents and structured across three distinct areas of focus; one focus area is teacher retention, another is teacher recruitment, and the other is marketing, each with a Focus Area chairperson(s). The Teacher Retention focus area is further divided into the following four task forces each led by one or more chairpersons: Compensation & Benefits, Working Conditions, Incentives, and Structures and Supports. The Teacher Recruitment focus area is also divided into four task forces: Financial Incentives, Certification, Pipeline Opportunities, and Recruitment Funding. The final focus area, Marketing, has a single, stand-alone task force of the same name and will tailor most of their work based on the recommendations of the task forces of the other focus areas.

The make-up of the task forces includes current practicing teachers, school and district leaders and administrators, representatives of state agencies (Kentucky Department of Education, Council on Post-Secondary Education, Kentucky Higher Education Assistance Authority), and leaders of several Kentucky college and university teacher preparation programs. The members of the overall Coalition and the task forces are geographically diverse to gather input from across the state.

The overall Coalition is coordinated and supported by the executive director of the Kentucky Association of School Administrators with assistance from several KASA staff members.

A complete list of Coalition members and support staff is located in Appendix A on page 25.

**Recommended Strategies from Task Forces**

The task forces met multiple times during the month of November 2022 to address the charges developed by Coalition chairs with assistance of the task force chairs. Their task was to generate recommendations addressing their area of focus. Once the task forces completed this initial work, the recommendations were submitted to Coalition coordinators who compiled and reviewed them with the chairpersons of each focus area to develop a list of priorities to present to the Steering Committee to seek further input and direction. The full reports, submitted by each task force chairperson, can be found starting on page 12.

Though the task force charges were designed to be distinct, similar recommendations were often made by more than one group. Instead of listing the recommendations as attributed to a particular task force, each recommendation is notated to describe if it addresses the area of teacher retention, teacher recruitment, or a combination of both. Strategies that are not on the recommended list in this report may by longer term strategies requiring more studies and will be considered throughout the next year.

**Strategy 1: Comprehensive study of the state of Kentucky Education
[Retention and Recruitment]**

The 2023 General Assembly should direct the Office of Education Accountability to conduct or commission a comprehensive mixed-method study or series of studies on the state of Kentucky public education specifically addressing (but not limited to):

* Current teachers and high school seniors in Kentucky regarding attitudes toward the teaching profession, the reasons behind these attitudes, and possible remedies for negative attitudes.
* The general population of Kentucky on the perception of Kentucky schools and teachers, the reason behind these perceptions, and possible remedies for negative perceptions.
* **Comprehensive wage and benefit analysis to encompass all forms of compensation - from a paycheck to a retirement check - to assess the remunerative value of a career in teaching compared to choosing other professions, including but not limited to cost-of-living comparisons among the various regions of the state, comparisons to other states - particularly those that border Kentucky, comparisons at different career stages, and a full consideration of benefits including such benefits as the Kentucky Employee Health Program.**
* Analysis of teacher perceptions of the effects of legislation regarding student disciplinary and attendance policies on appropriate student conduct and how it influences teacher working conditions and job satisfaction.
* An investigation of the local and state revenue per pupil totals and revenue mixes between Kentucky school districts and an analysis of the equitable distribution of educational funds regardless of geographic location or community wealth.

 **Strategy 2: Address teacher certification and qualification issues that impede teacher recruitment
[Recruitment]**

The 2023 General Assembly should approve a resolution encouraging the appropriate agencies – primarily the Education Professional Standards Board and Kentucky colleges and universities – in their efforts to revise certain requirements related to teacher admissions, completion, and certification, and to revise, clarify, and publicize ways to earn and maintain a license as a professional educator.

* Revise or replace PRAXIS requirements and develop alternative measures to achieve teacher certification.
* Develop a fair and equitable system by which a substandard Grade Point Average can be repaired for the purposes of admission to teacher education programs.
* Engage in a robust effort to encourage teacher certification reciprocity so it is much easier for teachers to transfer their certification from another state into Kentucky.
* Study, revise, and create a comprehensive, easy to navigate, readily accessible system for investigating alternative certifications and that creates a clear path with minimal confusion and overlap between agencies.
* Standardize requirements to allow an individual to obtain an alternative certification before they have a job offer from a school district, so that principals and SBDM councils can be confident that they are filling a job when they make such an offer.
* Adjust certification requirements for individuals who were certified through a traditional university teacher education program to enable them to fill vacant openings outside their grade level or subject area that would otherwise remain vacant or be filled with an emergency or alternatively certified individual.
* Revise appropriate statutes and regulations, including the Educator’s Code of Ethics, to more clearly define acceptable personal and professional educator behaviors, and provide for clear and appropriate penalties for violating the standards of conduct.  Produce materials for distribution to Kentucky educators to provide clear descriptions of appropriate and inappropriate behaviors.

**Strategy 3: Financial incentives to aid in statewide recruiting and retention efforts.
[Recruitment and Retention]**

The 2023 General Assembly should allocate funds to create financial incentives to attract new teachers into the profession and to retain teachers in our schools.

* Creation of a renewable, undergraduate teacher education scholarship program (one per school district) to a Kentucky college or university that pays full tuition and fees if they remain in good standing in their program.
* Create a universal student loan forgiveness program that pays up to $5,000 per year per participant toward undergraduate student loans up to a maximum of $30,000 over six years provided they are employed and remain employed in a Kentucky public school.
* Creation of a program modeled on the Kentucky National Guard that pays in-state college tuition for students in teacher education programs in exchange for a five-year commitment to teach in Kentucky public schools. The paid weekend and summer program requirements can be fulfilled through service projects developed to increase their preparedness to teach and providing tutoring and remediation services across the state.
* Creation of a $500 per week stipend for undergraduate students who face severe financial hardship during the semester where they are required to forgo employment so they can perform the student teaching requirement.
* Provide a $2,500 state funded hiring bonus for all new-to-Kentucky public school teachers starting with the 2024-25 school year and to expire in the 2029-30 school year.
* Provide a $1,000 state funded retention bonus for all teachers who return to a Kentucky public school for the 2024-25 school year and each year thereafter to expire after the 2029-30 school year.
* Provide an additional $1,500 state funded retention bonus to any teacher who has 27 or more years of service credit at the end of the 2021-22 school year and each year thereafter to expire after the 2029-30 school year.
* Create a statewide graduate school tuition grant program that will provide all current teachers with six hours graduate school tuition per year in an education related degree program that will begin at the start of the fall semester in 2023 and expire at the end of the summer term in 2030 unless extended.

**Strategy 4: Legislative mandate to bring together data, programs, and processes across disparate agencies and organizations to create a single “Be A Kentucky Teacher” portal for teacher preparation, recruitment, and application.
[Recruitment]**

The General Assembly should direct and fund the creation a special task force with substantial technical expertise and support to create a single on-line teacher recruitment portal that includes:

* Affective recruiting resources (videos, testimonials, etc.) to inspire individuals to further investigate a teaching career.
* Interest inventory to help prospective teachers to determine if a teaching career fits their personality and attributes.
* An interface that directs prospective teachers to the appropriate path based on individual circumstances. For example, the user could select “I am a high school student exploring the teaching professions,” or “I am a practicing attorney thinking about teaching history,” or a multitude of other scenarios.
* Once selected, the system would help prospective teachers explore working conditions, average pay and benefits, professional expectations, job trends, financial aid, and preparation options with appropriate and clear links to program applications. To go further, the prospective teacher would create an account that would help auto-populate other pages and capture data for marketing efforts.
* All existing financial assistance programs from any state or federal source that are searchable by individual circumstances such as military veteran, first generation college student, racial or ethnic minority, among many others.
* Information on post-entry career opportunities, such as athletic or instructional coaching, teacher leader/mentoring, counseling, and school or district leadership.
* Information about schools and school districts to aid prospective teachers in deciding where they may wish to teach.
* Information on retirement benefits with likely-based-on-history and modifiable scenarios that do include current social security adjustments.
* Single state-wide application and information entry (background checks, transcripts, etc.) that can be used to apply for searchable open positions based on geographic or other district information, or with prospective teacher permission, used by schools and districts to search for and market to candidates the district needs. Upon hire, this integrated system would transfer applicable information to the district human resource and financial software.

**Strategy 5: Mandate that every school district implement a teacher recruitment and induction system and provide non-competitive grant funding to support the effort.
[Recruitment and Retention]**

The programs should require:

* Direct Kentucky Colleges and Universities to collaborate with every school district to implement a teaching and learning pathway.
* Development of a model teacher recruitment and induction program that represents the minimum requirements under this statute that may be used “off the shelf” or can be enhanced by local school districts.
* Provide non-competitive grant funds to fully support the model teacher recruitment and induction program, including but not limited to stipends for high school teaching and learning pathway teachers, dual teaching and learning credit tuition and support, the development and operation of a tracking and support system for students who enroll in teacher education programs after high school, and the formation and operation of the district tenure review committee.
* Direct the KBE to promulgate regulations that each school district shall establish a Tenure Review Committee structure for the purposes of guaranteeing that the granting of tenure that a teacher meets quality standards and that teachers receive guidance, mentoring, and career development to aid in teacher retention.

**Strategy 6: Develop a marketing plan to communicate to all Kentucky audiences the impact and importance of Kentucky educators and public education.
[Recruitment and Retention]**

The 2023 General Assembly should fund and direct the Kentucky Department of Education to implement a marketing plan that includes:

* An expansion of GoTeachKY and the GoTeachKY Ambassador program to include every Kentucky school district.
* Produce and distribute a series of paid public service advertisements on tv, radio, and various social media platforms highlighting the importance of and need for high quality educators and focusing on a younger generation’s desire to be part of positive societal change.
* Produce and distribute a series of high-quality advertisements on television, radio and various social media platforms that highlight the positive good done by Kentucky’s
community schools, the opportunities our commonwealth provides its citizens for social mobility and economic development through its public schools, and which combats false information that may be spread about Kentucky public schools.
* Provide technical support and a school/school district marketing toolkit that can easily to be used by understaffed district and school personnel to create professional looking videos, snapshots, memes, radio spots that can used through local channels to communicate accurate and positive information to their local communities.

**Next Steps**During the Coalition Steering Committee meeting, we will gather important feedback on and direction regarding the recommended strategies described in this document, and in the days after the meeting we will consult with members of the Coalition to discuss the next steps. These steps may include modification or deletion of strategies or parts of strategies, the addition of other strategies or parts of strategies, development of action plans to implement the strategies, and identification of stakeholders who can help assist in these efforts. We will also publicize the results of the work to date to start helping build professional and public support in preparation for the 2023 General Assembly.

**Full Recommendations from Task Forces**

**Retention - Compensation and Benefits:**

Co-Chairs: Dr. Lu Young, Dr. Sharon Porter Robinson, and Mr. Doug Bechanan

Charge: Generate recommendations regarding equitable teacher compensation, with a particular focus on the retention of current classroom educators. This may include consideration of career ladders, differentiated compensation, teacher leader program, and other innovative ideas that incentivize quality educators to remain in the classroom. In addition, this task force will make recommendations to enhance the benefits structure for teachers, including the Kentucky Teacher Retirement System and other benefits such as sick/personal/emergency days (paid time off), health insurance, supplemental savings contributions, and other benefits to make teaching more financially attractive.

Recommended Solutions:

**We believe in making decisions based on facts and data.  For that reason, we are recommending a comprehensive wage and benefit analysis be conducted to encompass all forms of compensation - from a paycheck to a retirement check - to assess the remunerative value of a career in teaching compared to choosing other professions. We would like this to include, but not be limited to:**

* **cost-of-living comparisons among the various regions of the state**
* **comparisons to other states, particularly those that border Kentucky**
* **comparisons at different career stages**
* **a full consideration of benefits including such benefits as the KEHP**

**Retention - Working Conditions:**

Chair: Mr. Thom Cochran

Charge: Generate recommendations regarding teacher working conditions, including appropriate and sufficient support staff, student discipline and safety issues, respectful professional climate, professional interactions, time allocations (work/planning time, restroom, lunch, etc.), teacher/student relations, parent relation expectations, and other issues that would increase job satisfaction for classroom educators.

Recommended Solutions:

* Conduct an in-depth survey/study of the teaching profession in Kentucky by an outside agency (i.e., Rand, etc.) to discover the issues and solutions that will improve and ultimately sustain the teaching profession
* Improve the positive messaging about the importance of public education in Kentucky from all stakeholder groups, including the General Assembly-we need continued focus on that to bring integrity back to the profession. This will help attract and retain high quality staff, including teachers etc.
* Provide funding to allow local districts to reduce student to teacher ratios/class size.
* Provide funding for sufficient support staff (classified) for teachers and classrooms
* Provide funding to allow local districts to provide support staff (certified) to meet the needs of all learners.
* Redesign the state accountability model to allow districts to create local assessments and accountability models to measure the needs of students established by local communities.  The accountability model would place focus on local goals in place of state and federal requirements.
* Provide funding for adequate mental health professionals in schools.
* Provide funding for behavior interventionist/success coach professionals in schools.
* Revisit SB 200 to restore student accountability for attendance and behavior.

**Retention – Incentives:**

Co-Chairs: Mr. Bobby Bennett and Ms. BJ Martin

Charge: Generate recommendations that provide incentives to retain current educators in the profession, considering such issues as student loan forgiveness, financial incentives to work in low performing schools, incentives for critical need positions, and other incentives that encourage teachers to serve in more challenging settings.

Problem Statement 1: Given approximately 72 percent of the certified workforce has five years or less experience or five years or less until retirement, retention of teachers is a grave concern.

Recommended Solutions:

* + Sign-on bonuses.
	+ Increase base salary in a way that demonstrates respect for the profession similar to the model applied to the Kentucky State Police $15K base pay raise.
	+ Equitable increase and remove limit on five-year step raises.
	+ Student loan forgiveness as part of a sign-on bonus.
	+ State-tax exempt teacher salaries.
	+ Provide step raises in five-year increments if teacher remains in the profession.

Problem Statement 2: Given that 94 percent of NEA members believe additional mental health/behavioral support is needed and may have a considerable impact on teacher retention.

Recommended Solutions:

* Universal teacher support, wellness coaching, classroom management coaching with funding provided in a manner like the allocations for our safe schools’ money.
* Support mental health consultants, more outside agencies.
* Create common mentoring and support positions in all KY districts.

Problem Statement 3: Legislature needs to address the fact that SEEK funds not adequate to support increase in salaries. 14-year decline real state funding for education.

Recommended Solutions:

* Legislature increase contribution to SEEK funding
* District - State information regarding funding shortfall with SEEK funding
* Educate legislature on the impact of SEEK dollars
* Equalize pay scales across all 120 counties
* Make real estate funding equitable across all 120 counties
* Use surplus of lottery earnings across the state to help supplement/increase teacher salaries. Or explore the lottery as an option to increase salaries
* Update the Kentucky minimum pay scale and supplement with appropriate percent raise
* Additional KEES money for students majoring in education
* State supported full or partial tuition for college students majoring in education

Problem Statement 4: The teacher shortage may increase as the Praxis becomes a barrier to many who would otherwise be successful in the classroom. There are no alternative routes to certification for a person who cannot pass this test. According to the Educational Testing Service, 46 percent of those who take the test pass it, and there are substantial gaps in pass rates between racial groups.

Recommended Solutions:

* Adopt a pathway similar to New Jersey. Teacher Prep Programs are responsible for creating and proctoring a teacher certification assessment. The Teacher Prep Program creates their own measure for recommending teachers to standards board such as EPSB. <https://www.nj.gov/education/rpi/induction/> .
* In lieu of taking the Praxis, candidates who have a college degree in their area may use the TIP model to pursue certification. Daily rate or professional stipend for the mentor teacher should be included. After the completion of the TIP model, candidates will be recommended by the superintendent for certification.
* In lieu of taking the Praxis, candidates that have certification in other areas may use the TIP model to pursue certification. They may also have the ability to move up or down grade levels by using the TIP model. Daily rate or professional stipend for the mentor teacher should be included. After the completion of the TIP model, candidates will be recommended by the superintendent for certification.
* Apply a state model similar to New Jersey that Kentucky may use to create an alternate pathway to replace the Praxis.Consider that if there are alternate test forms for college readiness (i.e. KYOTE for math, reading, and writing), there must be an alternate test to use for teacher certification. May consider an assessment alternative to the PRAXIS that is specific to certification only in Kentucky.
* Allow teachers who are currently certified in other areas to “move up or down” grade levels and subject areas to work while they seek additional certification (ie. Allow a k-4 certified teacher to serve in middle grades, or a 5-9 certified teacher to serve 10-12 secondary) An “Option x” process should be created to allow vertical movement of currently certified teachers.

 \*\*\*This may be a consideration as a type of emergency certification. If we can accept a person with no experience and training on a one-year emergency, why couldn’t we accept a certified teacher to serve out of their certification under an emergency-type option?\*\*\*

**Retention – Structure and Supports:**

Chair: Dr. Jenny Watson

Charge: Generate recommendations for a model new teacher induction system to ensure inexperienced teachers gain important skills in a sequence that enhances their effectiveness and job satisfaction, which may include tailored professional development with multiple modes of delivery, and the development of a career progression plan that leads to the demonstration of mastery level teaching competence by the time a tenure decision is made.

Recommended Solutions:

* Development of a comprehensive model for recruitment and induction incorporating elements of successful existing programs that will allow districts without such programs to expeditiously implement an effective program.
* Financial incentive, in the form of an annual non-competitive grant, that will support districts in the implementation and continuation of the recruitment and induction program.
* The teacher induction system must include preservice recruitment and tracking intensive first year teacher support, on-going mentoring, development of customized professional development options, career pathway planning, and a district level Tenure Review Committee process to ensure excellence prior to the granting of a continuing contract.

**Recruitment – Financial Incentives**

Co-Chairs: Dr. Leon Mooneyhan and Ms. Amanda Butler

Charge: Generate recommendations that provide strong financial incentives for Kentucky’s highest achieving high school graduates to pursue a career in elementary and secondary education, including teaching force development scholarships, graduated student loan deferment and forgiveness over several years, paid teaching internships, other financial incentives for students to pursue careers in education.

Problem Statement 1: Teachers are required to have at least a bachelor's degree to start teaching, and many go on to complete other degrees and certifications within their career.

Recommended Solution:

* Establish a loan forgiveness program for new teachers. Each new teacher would receive $5,000 per year for the first five years of their career.

Problem Statement 2: Many teachers go back to school to further their education for a rank change or to prepare themselves for other roles in education, or even to specialize. This education can be very expensive, and those that choose to do it spend years trying to recoup that money.

Recommended Solution:

* Establish a graduate school program where teachers attending would receive a reimbursement of one half of the cost of tuition for each course completed.

Problem Statement 3: The vast majority of new Kentucky teachers come through an undergraduate teacher education program. When they are working toward their certification, they go through a student-teacher cycle for an entire semester. Essentially, these students are full time teachers for an entire semester. Many are asked to not hold jobs outside of their student teaching so that they can focus on that work and not be too tired to go to school each day. Students – especially non-traditional students – have financial difficulty as a result.

Recommended Solution:

* Provide stipends to student teachers in an accredited university programs that would pay $500/week while a person was student teaching to help defray living expenses.

Problem Statement 4: The retirement system in Kentucky used to be what would draw people into the profession. Since the changes to that benefit, many people do not see education as a sustainable career option as they don't know if they will have a fully funded retirement when they retire.

Recommended Solution:

* Establish a state provided 401K contribution outside the retirement system – 5 percent of base pay

Problem Statement 5: Students leaving high school are not looking to education as a career because they know they can make substantially more money in other fields. Many jobs now do not require formal higher education. We want to incentivize students who choose education as a career.

Recommended Solution:

* Provide an enhancement of KEES funding for any student who majors in elementary or secondary education.

**Recruitment – Certification:**

Co-Chairs: Dr. Martha Jones and Dr. Jennifer Muncy

Charge: Generate recommendations on certification alternatives to attract experts in professional disciplines for whom traditional certification paths are untenable to become educators on a full or part-time basis, alternative certifications for retired teachers who wish to return to the profession on a full or part-time basis, and emergency certifications for individuals who have not yet completed their degree programs.

Problem Statement 1: There are currently nine options available for alternate certification. Are more really needed? What concerns currently exist regarding alternative certification?

Recommended Solutions:

* Create a more effective interface and easily accessible information regarding teaching certification, so potential candidates will understand the options for certification thereby increasing the number of teacher certifications.
* Establish a clear and consistent message regarding certification options, to successfully market and promote the education profession.

Problem Statement 2: There may be certification opportunities we have not considered that are used in other states.

Recommended Solutions:

* Investigate other state's certification options to clarify our own and discover ideas that have already been implemented and proved successful.
* Modify EPSB standards to align with other states to increase the number of certifications by providing reciprocity.

Problem Statement 3: There are barriers that cause alternative certifications to be difficult to obtain.

Recommended Solution:

* Provide financial incentives for teachers to change careers to increase master teachers who currently have a degree in another area.

Problem Statement 4: There are some discrepancies between current traditional and alternative certification rules that make the alternative routes more financially feasible.

Recommended Solution:

* Provide financial incentives for practicum and student teaching so more candidates will go the traditional route.
* Fully fund supports for teaching such as KTIP or mentoring so teachers will have adequate resources and be less likely to leave the field.

**Recruitment – Pipeline Opportunities:**

Chair: Ms. Thea Hurt

Charge: Generate recommendations to assist districts in recruiting teachers to their schools and post-secondary education in recruiting students to teacher preparation programs, including consideration of expanded high school career pathways into education, targeted outreach to first- and second-year undergraduate college students, and other methods or programs to fill the pipeline into Kentucky classrooms.

Recommended Solutions:

* GPA Requirement
	+ Offer conditional acceptance into teacher prep programs (waive GPA requirement)
	+ Create Educational Expungement of GPA process
* Tuition
	+ Lower or eliminate for “high need” teaching areas
	+ Scholarship for minority candidates (ex: MERR)
	+ Scholarship for “high needs” areas
	+ Paid tuition for agreeing to work in “certain” areas
	+ Loan forgiveness for working in high needs areas
	+ KY Army National Guard Partnership
	+ UPS Partnership
	+ Targeted Education Major Scholarships
	+ Offer scholarships to second year college students
* PRAXIS Test
	+ One year waiver to pass the PRAXIS
	+ Offer financial incentive for, cover the cost of assessment
	+ Cohort model to help candidates pass the test
	+ Provide funding for leaders to mentor/head PRAXIS cohort groups
	+ Offer alternative to PRAXIS
* Mentor Program
	+ Fund the state-required program
	+ Mentor specific to PRAXIS test
	+ Free up schedule for teachers to serve as mentors during school hours
* Supplemental Pay
	+ Sign on bonus
	+ Relocation incentives
	+ Retention bonus.
	+ Tuition assistance for continuing education.
	+ Bonus offered through 5-year period (retention)
* Recruitment
	+ Reach out to military veterans
	+ Offer conditional contracts at job fairs & college visits
	+ Minority recruiter/mentor positions in schools
	+ Job fairs for career professions who were non-education majors (advertising alternative pathways)
* Educator Pathways
	+ Give discount to start the pathways early (dual credit)
	+ Create Middle School Pipeline Fund Middle School Program (ex: Educator Rising in Middle School)
	+ Offer conditional contracts for future educators
	+ College tours specific to the College of Education
	+ Educator mentor provided throughout middle and high school
* Focused Advertising
	+ Campaigns throughout the media to highlight the education profession (bring back the RESPECT)
	+ Push for diversity in education campaigns
* Other Ideas
	+ Childcare legislation for teachers –financial incentive for childcare of teachers
	+ State legislation that teachers put their own kids in their own schools (tuition free)
	+ Reciprocity with surrounding states on certification (waive requirements)
	+ Remote teaching options for “extremely difficult to obtain teachers” (ex: Mandarin Teacher) – Schools remote in at same time

**Recruitment – Recruitment Funding:**

Chair: Mr. Mike Ford

Charge: Generate recommendations for the allocation of local, state, federal and/or other (private?) funds to encourage districts to expand their opportunities to recruit high quality classroom teachers.

Problem Statement 1: Funding for teacher recruitment is disseminated in a manner that does not allow persons who want to go into education the opportunities to utilize monies efficiently to assist with teacher preparation and/or certification.

Recommended Solution:

* Consolidate all funding and incentive programs for teacher preparation and certification into one coherent repository/clearinghouse that is easily accessible to all pre-service teachers and teachers seeking additional certification so individuals seeking certification and/or additional certification could access funds easier and more readily, breaking down a barrier of being able to afford education and certification programs.

Problem Statement 2: Future generations of potential teachers are being discouraged to go into the field of education at the secondary level, and they are not being provided opportunities to investigate the teaching field at the secondary level.

Recommended Solution:

* Create Educational Pathways between secondary and post-secondary schools through a statewide model, including dual credit opportunities for high school students, that can be easily replicated by districts across Kentucky to lessen the time and financial burden of becoming a Kentucky educator so we can expect the number of teacher candidates to increase through these opportunities.

Problem Statement 3: The number of teachers of diverse backgrounds is significantly in the minority of current educators, and barriers exist for potential educators of diverse backgrounds to obtain teaching certification.

Recommended Solution:

* Create scholarships for minority populations to assist in certification preparation programs by lessening the financial burden on individuals to enter the field of education and provide programs to assist minority individuals with breaking down barriers that restrict these individuals from entering the teaching profession to create an increase in teachers from diverse racial backgrounds.

**Marketing:**

Chair: Mr. Jason Booher

Charge: Generate recommendations to highlight and communicate to every Kentucky citizen the demonstrable value that public education continues to yield in preserving, shaping, and extending the civic, cultural, and economic life of the commonwealth. In addition, this task force will develop strategies to advocate for the recommendations of the Coalition’s three focus areas (Recruitment, Retention, and Marketing) to the General Assembly and other policy-making bodies in order to bring forth meaningful, positive change.

Note: The marketing task force will necessarily conduct most of their work after considering the recommendations from the other task forces prioritized by the Steering Committee.

Recommended Solutions:

The marketing committee concluded that we need to target five areas in marketing the teaching profession:

* Legislators:  The message sent to legislators will be constructed from the ideas that the recruitment and retention committees produce.
* College Students:  Marketing the teaching profession to current college students as a great career choice.
* High School Students:  Develop "Grow Your Own" programs for current high school students in schools as well as market the teaching profession as a great career choice.
* Adults Wanting a Career Change:  Educating them on the alternative pathways to the teaching profession is crucial.  Marketing who they can contact to answer their questions on how to go about choosing the content area and grade level they can teach and the steps that will be needed for them to become a certified teacher.
* State of Kentucky:  We need positive communication around the state about our public school's teachers.  School level videos could be produced and possibly a competition held state-wide, famous Kentucky public school graduates could be used for promotion of the teaching profession, current teachers and retired teachers could be used to market the profession, social media platforms used to target others to choose teaching as a profession as well as repair the negative label that has been given to our teachers the past couple of years.

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**Appendix A**

**KASA Officers**

**Orr, Contessa**
Superintendent, Muhlenberg County Public Schools
KASA President

**Carter, Nick**
Superintendent, Breckinridge County Public Schools
KASA President Elect

**Bacon, Jesse**
Superintendent, Bullitt County Public Schools
KASA Vice President

Bennett, Bobby
Principal, Middlesboro Ind. Schools
KASA Immediate Past President

**KASA Staff**

**Caldwell, Rhonda**
Executive Director

**Darland, Wanda**
Director of Communications

**Davis, Keith**
Coalition Coordinator

**Phelps, Caleb**
Creative Director

**Piper, Abby**
Contract Lobbyist

**Rowland, Bob**
Director Government Affairs

**Young, Wayne**
General Counsel

 **Coalition Members**

**Meinschein, David, Co-Chair**
Superintendent, Livingston County Public Schools
 **Morgan, Terrie**, Co-Chair
Superintendent, Hardin County Public Schools
 **Abrams, Tim**
Executive Director, Kentucky Retired Teachers Association
Retention: Compensation and Benefits Taskforce

**Adams, Marcus**
Assistant Superintendent/Director of Curriculum & Instruction, Meade County Public Schools Recruitment: Recruitment Funding Taskforce

**Allen, Jim**
Vice Chairman, Baird Investments
Coalition Steering Committee Member

**Alverson, Bill**
Board Member, Traditional Bank
Coalition Steering Committee Member

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Teacher, Harlan County Public Schools
Recruitment: Financial Incentives Taskforce

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Marketing Taskforce

**Asher, Ryan**
Chief Academic Officer, Woodford County Public Schools
Marketing Taskforce

**Ballinger, Carrie**
Superintendent, Rockcastle County Public Schools
Retention: Working Conditions Taskforce

**Barnes, Beau**
Deputy Executive Secretary and General Counsel, Teachers' Retirement System Kentucky
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**Beauchamp, Malinda**
Director of Public Relations, Union County Public Schools
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Superintendent, Nicholas County Public Schools
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Principal, Middlesboro Independent
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Retention: Working Conditions Taskforce

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Retention: Incentives Taskforce

**Whaley, David**
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**Wilcoxson, Jessica**
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Coalition Steering Committee Member

**Young, Kerry**
Chairman, Board of Education, Warren County Public Schools
Coalition Steering Committee Member

**Young, Lu**
Chairperson, Kentucky Board of Education
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Recruitment: Certification Taskforce

**Zaring, Sally**
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Retention: Incentives Taskforce

**Notes**

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