The Life and Times of Recent Education Graduates

Jim Purcell, Ed.D.
Executive Director
Alabama Commission on Higher Education
A couple of things to chat about

- Life and times of recent education graduates
- Why Alabama teachers are leaving their jobs
- ACHE resources for K-12 Leaders
- New ACHE initiatives for 2021-22 that support K-12
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- Life and times of recent education graduates
- Why Alabama teachers are leaving their jobs
- ACHE resources for K-12 Leaders
- New ACHE initiatives for 2021-22 that support K-12
What ACHE Does

- Develops a Higher Education Strategic Plan
- Develops a consolidated higher education budget
- Coordinates the activities of the state’s colleges and universities
- Approves new academic programs
- Manages many of the state’s financial aid programs
- Aligns educational offerings and research to business and industry needs
- Partners with ALSDE to improve the Alabama education system
The Alabama Commission on Higher Education (ACHE) is the coordinating board for higher education in the State of Alabama. Suggestions concerning your experience using the website are welcomed. Click here to submit your suggestions. Thank you for your visit and we look forward to hearing from you.
ACHE Resources for K-12 Leaders
Summary of 2019-2020 Alabama Public High School Graduates
Who Enrolled in Alabama Public Institutions FALL 2020 (20,886 Students)

- Percent HS Grads Taking only Remedial English
- Percent HS Grads Taking only Remedial Math
- Percent HS Grads Taking Remedial English and Math

22% needed dev ed courses
ACHE Resources for K-12 Leaders

School District Reports & Charts
- Autauga County.pdf

District College Ready Charts
- Select File--

High School Reports & Charts
- Select File--
2012-2013 Autauga County System Graduates Enrolled in Alabama Public Postsecondary Institutions Fall 2013

290 of 646 high school graduates or 45% enrolled in Alabama public institutions

Source: Alabama Statewide Student Database & Alabama State Dept. of Education.
2012-2013 Autauga County System Graduates Enrolled in Alabama Public Postsecondary Institutions Fall 2013 by Sector

Total Enrolled 290

University, 233, 80 %

Community College, 57, 20 %
Percent of Total Enrolled that **Earned** or **Did Not Earn** a College Credential from Alabama Public Institutions Within Six Years of Graduating from Autauga County System in 2013

Total Enrolled 290

- Bachelor's Degree, 139, 48%
- Master's, 6, 2%
- Associate's Degree, 15, 5%
- Awards < 1 Year, 4, 1%
- Postbaccalaureate Certificates, 1, 0%
- No Degree, 125, 43%

165 of 290 enrolled students or 57% earned an award
New and Enhanced Initiatives for 2021-22
Covid 19 has impacted the college search process. Institutional representatives are more limited with their ability to make visits to high schools or attend college fairs, making it more difficult to communicate with prospective students. To ensure you can learn from many Alabama colleges and universities, please “opt in” to receive direct communications regarding admission and scholarship information. Your information will be collected by the Alabama Commission on Higher Education and shared with the institutions you are interested in.

This will only take about 5 minutes.

https://www.surveymonkey.com/r/aloptin
Consumer Information on Campuses

Are you ready for College?
Have a college or university in mind?

For detailed Stats on Public Institutions
Check the Directory of Alabama Institutions
(Visit QR Code Below)

URL Link: https://ache.edu/AC_Inst_Detail.aspx

Alabama Commission on Higher Education
Email: collegeinfo@ache.edu
Select Your College or University of Interest

--Select Institution--
Alabama A&M University
Alabama State University
Auburn University
Auburn University at Montgomery
Jacksonville State University
Troy University
University of Alabama
University of Alabama at Birmingham
University of Alabama in Huntsville
University of Montevallo
University of North Alabama
University of South Alabama
University of West Alabama
Bowie State Community College
Bishop State Community College
Coastal Carolina Community College
Calhoun Community College
Central Alabama Community College
RETENTION AND GRADUATION RATES

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS PURSUING BACHELOR'S DEGREES

Percentage of Students Who Began Their Studies in Fall 2018 and Returned in Fall 2019

- Full-time students: 75%
- Part-time students: 40%
Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

BACHELOR'S DEGREE GRADUATION RATES

Bachelor’s degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor’s degree and who complete their degree program within a specified amount of time.

GRADUATION RATES FOR STUDENTS PURSUING BACHELOR’S DEGREES

Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time and Began in Fall 2012 or Fall 2014
Paying for College with Student Financial Aid

https://ache.edu/StudentAsst.aspx
What is Student Financial Aid?

- Any form of funding that helps you pay for college
- Scholarships and grants are two types of financial aid
- Loans and work-study programs are also considered financial aid

Financial Aid can come from several revenue sources:

- Federal Aid
- State Aid
- Non-profit groups
- Institutional Aid

Institutional Financial Aid offices will work with all these sources to develop an aid package for you. So as to assist your institution in this process, students need to provide a variety of information.
FAFSA completion is a requirement for Alabama public high school students effective with the May 2022 high school graduating class (allows a parental waiver and a superintendent waiver)

ACHE is engaging in this State Board of Education initiative because ACHE is the only agency in the state authorized to connect to the federal FAFSA database and see individual data for all Alabama students.
Currently only about 50% of HS seniors apply for the FAFSA.

Moving the participation needle from the 55% range to nearly 100% is a daunting challenge and will require, not only much effort by Career Coaches, Counselors, high school faculty and other district staff, but also ACHE, and the colleges and universities.

FAFSA participation ranges from an 82% completion rate in the Marengo County school district to 41% in the Russell County school district.
FAFSA Completion

2020-21

47% Complete
53% Not Complete

2021-22

50% Complete
50% Not Complete
FAFSA Completion Project in Partnership with ALSDE

- Develop a centralized software application and related services to assist students in the correction of errors.
- Reduce the duplicative campus efforts to address errors and requests for verification of certain information.
- Shorten the FAFSA processing timeline.

- Software went live October 1 (first day students can apply for FAFSA 22-23)
- Software bells and whistles by the end of December
- Funded through GEERS 2 Funds ($1,100,000)
Process Flow Diagram

Student Applies for Federal Financial Aid using the FAFSA

Oracle Compares/Matches data to see who has completed the FAFSA

School Districts and High Schools

AL Dept. of Education Submits student data to ACHE

Authorized staff work with Students

ACHE Downloads Federal FAFSA Data

Federal FAFSA Database

ED Connect

Reports

Oracle Sends participation and status reports by Schools and Districts

Identifies and works to correct errors and assist with verifications

Feedback Loop

Repeat process as needed.
Bridge Programs to Address Summer Melt

The transition to college from high school has always been difficult for students, but complications resulting from COVID protocols have added to transition issues. A mix of academic, social, financial, and emotional factors impact the ability of students to successfully transition.

- Competitive RFP
- Support the enhancement and expansion of college and university summer bridge programs that help students with the transition to college
  - GEERs 2 Funds $1,500,000
  - Up to $100,000 per approved proposal
Life and times of recent education graduates
TEACHERS WANTED
Overview of Alabama’s Teacher Shortage

- In Alabama, **30% of all classrooms** are being taught by teachers teaching out of field, having neither a major nor a minor in the field.

- **Only 523** secondary first-time teaching certificates were issued in Alabama in the 2017-18 school year.

- Alabama has more than **1,700 secondary teachers** with emergency certificates or teaching out of field.

- Since 2010, there has been a **40% decrease** in entering teacher education programs.

- Each year **8% of teachers** leave the profession.

*Source: Report to Alabama Board of Education, August 2019.*
Education Degree Production

- Bachelor's degree production has decreased by 25% since 2013.
- Master's degree production has decreased by 24% since 2011.

Source: Alabama Statewide Student Database
Bachelor’s Degree Education Majors

- **Elementary Education** decreased by 27% from 1151 to 838.
- **Physical Education/Coaching** increased by 96% from 430 to 498.
- **Secondary Education** decreased by 58% from 254 to 179.

Math, Science, Language, etc
Teacher Shortage Taskforce

• Recruitment
  Retention

Teacher Quality Roundtable

• Improving cert process
• Alignment with needs

Strategic Taskforce to Accelerate Mathematics Pathways (STAMP)

• Math teacher recruitment and retention
• Alignment of curriculum within and across educational levels

Advisory Council for Excellence in STEM (ACES)

Recruit and Retain Minority Teachers

• Recruit, train and place minority teachers

DEANS FOR IMPACT

• Identify high-need areas
• Establish specific goals
• Increase understanding of learning
• Design, implement, and measure changes

A-KEEP

• Enroll Korean educators in master’s program at AL Colleges and they could be hired to teach in Alabama schools

Math and Science Teacher Education Program (AMSTEP)

$5,000 a year for up to 4 years to repay federal student loans for Math and Science teachers; $7,500 for teachers working in districts with critical need.
Employment Outcomes Report

Graduates in Alabama’s Economy

After One Year for Bachelor’s Degree Recipients

<table>
<thead>
<tr>
<th>Field</th>
<th>Employed in AL</th>
<th>Not Employed in AL</th>
</tr>
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<tbody>
<tr>
<td>Liberal Arts/General Studies</td>
<td>72%</td>
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<tr>
<td>Communications</td>
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<tr>
<td>Public Admin &amp; Social Services</td>
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<td>33%</td>
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<tr>
<td>Engineering</td>
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<td>36%</td>
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<tr>
<td>Protective Services</td>
<td>63%</td>
<td>37%</td>
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<tr>
<td>Family &amp; Consumer Sciences</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Natural Resources &amp; Conservation</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Parks, Recreation, &amp; Fitness</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>58%</td>
<td>42%</td>
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<tr>
<td>English/Letters</td>
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<tr>
<td>Psychology</td>
<td>55%</td>
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<tr>
<td>History</td>
<td>55%</td>
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<tr>
<td>Visual &amp; Performing Arts</td>
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<tr>
<td>Multi/Interdisciplinary Studies</td>
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<tr>
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After Five Years for Bachelor’s Degree Recipients

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</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>40%</td>
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Education Graduates Working in Alabama
Education Graduates working in Education

Education Graduates

100%
8-10% decrease

Decrease between year one and five is significant issue in assuring we have enough teachers in the right teacher specialties

1 Year = 72%
5 Years = 66%

Early Childhood: 80% Decrease
Elementary: 80% to 72%
Secondary: 79% to 69%
Subject Spec: 72% to 66%
Teacher Ed: 72% to 62%
Special Ed: 72% to 63%
Physical/Health: 57% to 56%

* Differences are statistically significant
Alabama Employer Types & Wages
Employer Types for Education Majors

Education Majors in Alabama work for these four Employer Types:

1. K-12 Education
   • public & private

2. Education Other
   • child care centers, higher education, non-profits, government, etc.

3. Health Related
   • public or private related to health care

4. Other Sectors
   • service industry, clerical, and temporary employment
Employer Types for Education Graduates in Alabama

Graduates in Elem Ed and Sec Ed more likely to be employed in K-12 Education at 1 year

1 Year After Graduation

- Early Childhood Education: 70% K-12 Education, 19% Elementary Education, 10% Secondary Education, 10% Special Education, 10% Subject Specialists, 10% Teacher Education, 16% Physical/Health Education
- Elementary Education: 90% K-12 Education, 9% Education Other, 80% Health Related, 7% Other Sectors
- Secondary Education: 88% K-12 Education, 8% Education Other, 7% Health Related, 10% Other Sectors
- Special Education: 80% K-12 Education, 10% Education Other, 7% Health Related, 10% Other Sectors
- Subject Specialists: 70% K-12 Education, 10% Education Other, 20% Health Related, 5% Other Sectors
- Teacher Education: 75% K-12 Education, 9% Education Other, 20% Health Related, 4% Other Sectors
- Physical/Health Education: 43% K-12 Education, 15% Education Other, 9% Health Related, 4% Other Sectors

Graduates in Elem Ed and Sec Ed more likely to be employed in K-12 Education at 1 year.
Employer Types for Education Graduates in Alabama

Graduates in Elem, Early Childhood, and Special Ed more likely to be employed in K-12 Education at 5 years

5 Years After Graduation

Employer Types:
- K-12 Education
- Education Other
- Health Related
- Other Sectors

Graduates:
- Early Childhood Education
- Elementary Education
- Secondary Education
- Special Education
- Subject Specialists
- Teacher Education
- Physical/Health Education

Employment Distribution:
- Early Childhood Education: 81%
- Elementary Education: 84%
- Secondary Education: 74%
- Special Education: 81%
- Subject Specialists: 72%
- Teacher Education: 73%
- Physical/Health Education: 31%
Differences for K-12 Employer Type (from 1yr to 5yrs)

K-12 largest decreases
- Graduates in Elem Ed, Sec Ed more likely employed in K-12 year 1.
- Sharp drop in year 5.

Secondary Ed. = -14%
Elementary Ed. = -6%

Early Childhood Ed. = 11%
Physical/Health Ed. = 11%
- Physical/Health – K-12 employment low overall. Increases from 1 to 5 years.
- Early Childhood -- fairly high in K-12 and increase at 5 years

K-12 largest increases
## Wage Comparison by Major – 1 Year

<table>
<thead>
<tr>
<th>Education</th>
<th>K-12 Education</th>
<th>Education Other</th>
<th>Health Related</th>
<th>Other Sectors</th>
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<tbody>
<tr>
<td>Early Childhood Education</td>
<td>Highest</td>
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<td></td>
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<tr>
<td>Elementary Education</td>
<td>Highest</td>
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</tr>
</tbody>
</table>

Highest: indicates employer type with the highest wage for each major category.
## Wage Comparison by Major – 5 Years

<table>
<thead>
<tr>
<th>Major</th>
<th>K-12 Education</th>
<th>Education Other</th>
<th>Health Related</th>
<th>Other Sectors</th>
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</thead>
<tbody>
<tr>
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<td></td>
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<tr>
<td>Elementary Education</td>
<td>Highest</td>
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<td></td>
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<tr>
<td>Physical/ Health Education</td>
<td>Highest</td>
<td></td>
<td>Highest</td>
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</tr>
<tr>
<td>Secondary Education</td>
<td>Highest</td>
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<tr>
<td>Special Education</td>
<td>Highest*</td>
<td>Highest*</td>
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<td>Subject Specialists</td>
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*Highest: indicates employer type with the highest wage for each major category.

*Negligible difference
Secondary Education Majors

• 58% decline in graduates from 2003 to 2018

• Presence in **Alabama workforce decreases** from 79% to 69% -- similar to other education majors

• **K-12 employment decreases** from 88% to 74% -- largest drop of any education majors

• **Avg. wage** for **K-12 higher** than other employer types (for ed. majors) by $1,100-$1,400

Slightly higher average wage, but not enough to prevent secondary education graduates from leaving K-12
Further Research

Potential future research to further examine career choices of education majors:
- Partner with ALSDE to incorporate certification data
- Incorporate graduate degrees into the employer type and wage analysis
- Conduct longitudinal study of cohort career decisions over time
- Explore teachers’ reasons for leaving K-12 education
Policy Recommendations

- Expand scholarships for teacher education students
- Expand student loan forgiveness programs
- Pay educators more
- Conduct an Educator Attrition Survey
- Conduct an Educator Satisfaction Survey
- Expand alternative teacher licensure pathways.
TEACHERS WANTED
Alabama Public School Educators: Attrition Survey

Spring 2021
Survey Design & Development

- This is an attrition survey. Designed to ask people why they would want to leave their job.
- Is not a satisfaction survey.
- Based on similar surveys from other states, but not identical.
- Developed collaboratively with SSA, ALSDE staff, select University School of Education Deans and others.
Survey Administration

- Administered by ACHE via a web survey
- Encouraged to participate by:
  - School Superintendents of Alabama (SSA) - Ryan Hollingsworth and Lisa Woodard
  - ALSDE Staff and Super. Dr. Mackey via his communiques to superintendents, etc.
- Sent to district offices for distribution.
- Superintendents forwarded survey link to district employees  --Optional
- Survey open from May 4 – June 10, 2021
Survey Responses

- 84 of 128 city/county districts participated with > 5 responses = 58%

- Total responses = 17,726 of 92,668 employees (FTE)
- Response Rate (all districts) = 19%
- Response Rate (districts with > 5 responses) = 31%
Survey Respondent Characteristics

**Good Distribution**
- \( \frac{1}{2} \) lower grades and \( \frac{1}{2} \) upper grades
- 82% female
- 83% White, 13% African American
- Most respondents from larger districts
- 77% teachers
Respondents’ Role in Education

Survey results largely represent perspectives of teachers, who comprise over ¾ of respondents.
Education Level of Respondents

Survey results largely represent educators with graduate level education.
**Age Range**

- 32%: 40-49 years
- 27%: 50-61 years
- 12%: 30-39 years
- 4%: 21-29 years
- 4%: 62+

**Years As An Educator**

- 34%: 10-19 years
- 21%: 20-24 years
- 19%: 25+
- 15%: 1-3
- 11%: 4-9
- 12%: 21-29 years
- 4%: 62+

1/3 of Educators over 50
1/3 of Educators with 20+ years of service
Educator Future Plans
Good news: nearly half planning to teach beyond the next five years

Bad news: 38% planning to leave within the next five years

No plan to leave: 45%
Leave within 5 years: 32%
Leave this year: 6%
Almost 1 in 5 thinking about leaving: 17%
Reason for Leaving District? *(n=8,648)

Educators indicated that they were leaving this year, 5 years, or maybe 5 years

- Retiring: 27%
- Seeking non-education employment: 18%
- Seeking job - other Alabama school district: 13%
- Seeking job - out-of-state school district: 5%
- Seeking job - private school: 4%
- Leave of absence - family/personal: 3%
- Do not need to work: 2%

*Respondents with following intentions answered question: leaving this year, 5 years, or maybe 5 years
## Factors Influencing Intention to leave:

<table>
<thead>
<tr>
<th>Factor Category</th>
<th>% respondents selecting at least 1 item for factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Issues</td>
<td>99%</td>
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<tr>
<td>Salary</td>
<td>93%</td>
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<tr>
<td>Work Environment</td>
<td>92%</td>
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<tr>
<td>Career Opportunity</td>
<td>85%</td>
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<tr>
<td>Work Resources</td>
<td>81%</td>
</tr>
<tr>
<td>COVID*</td>
<td>27%</td>
</tr>
</tbody>
</table>

*Only respondents intending to leave this year were asked these questions*
Personal Issues Factors (All Respondents)

- Burned out: 44%
- Change to teacher retirement benefits: 24%
- Career break: 16%
- Not a collegial environment: 8%
- My contract is not being renewed for next year: 8%
- Commute is too far: 7%
- Interpersonal conflicts with co-workers: 6%
Salary Factors (All Respondents)

- Current salary is too low: 41%
- No monetary recognition for time spent for instructional activity outside of classroom: 31%
- Higher salary in a non-education field: 29%
- Higher teacher salary in other school districts: 24%
- Higher salary in an administrative position in other school districts: 9%
Work Environment Factors (All Respondents)

- Unruly/disrespectful students: 42%
- Too much emphasis on high-stakes testing: 39%
- Disrespectful parents: 38%
- Lack of respect/appreciation by the public for educators: 36%
- Uninvolved parents: 34%
- Public expectations that schools can address social issues in community: 31%
Work Environment Factors (cont.)

- Too many compliance expectations from state gov’t: 28%
- Lack of administrative support: 27%
- Too many compliance expectations from local gov’t: 17%
- Too much expectation for engaging in extracurricular activities: 13%
- Disagree with school system/school leadership approach to education: 13%
- Lack of mentoring for new teachers: 8%
Career Opportunity Factors (All Respondents)

- 30% Wish to work in a non-school profession
- 29% Desired position opened up in another district/private school
- 22% Limited opportunities for career advancement in this district
Work Resources Factors (All Respondents)

- Too little time for instructional preparation: 38%
- High student/teacher ratios: 37%
- Too little or no time for collaboration amongst peers: 28%
- Lack of appropriate resources to properly teach course content: 21%
COVID Factors* (n=951)

*Respondents with intention to leave this year (2021) were only ones asked to respond to this question.

- Teaching in person during COVID: 16%
- Teaching online because of COVID: 15%
- COVID/health related concerns: 9%

Mirrored Society’s mixed perspective on Vaccines/Online learning/Health.
Top Reasons/Factors Influencing Intention to Leave
Educator Intentions to Stay in Current District

- 45% No plan to leave
- 32% Leave within 5 years
- 17% Maybe leave within 5 years
- 6% Leave this year
Leave this year  
(6% of all respondents)

• More than a third looking elsewhere
• Another third retiring
• Another third dislike aspects of the job

<table>
<thead>
<tr>
<th>Concerns</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking employment in another Alabama school district - Reason</td>
<td>37%</td>
</tr>
<tr>
<td>Retiring (eligible to collect retirement benefits) - Reason</td>
<td>36%</td>
</tr>
<tr>
<td>Burned out – Personal</td>
<td>35%</td>
</tr>
<tr>
<td>Unruly/disrespectful students – Work Environment</td>
<td>34%</td>
</tr>
<tr>
<td>Too little time for instructional preparation – Work Resources</td>
<td>34%</td>
</tr>
</tbody>
</table>
Leave within 5 years  
(32% of all respondents)

- The proportion of people retiring should concern us all.
- Nearly half dislike aspects of the job

<table>
<thead>
<tr>
<th>Concerns</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retiring (eligible to collect retirement benefits) – Reason</td>
<td>59%</td>
</tr>
<tr>
<td>Burned out - Personal</td>
<td>47%</td>
</tr>
<tr>
<td>Lack of respect/appreciation by the public for Pre-K - 12 educators –</td>
<td>41%</td>
</tr>
<tr>
<td>Work Environment</td>
<td></td>
</tr>
<tr>
<td>Current salary is too low - Salary</td>
<td>41%</td>
</tr>
<tr>
<td>Too much of an emphasis on high-stakes testing – Work Environment</td>
<td>40%</td>
</tr>
</tbody>
</table>
# Maybe leave within 5 years

(17% of all respondents)

- Feel unappreciated and not valued
- Dislike aspects of the job
- Will be in your schools for up to five years

<table>
<thead>
<tr>
<th>Concerns</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burned out - Personal</td>
<td>44%</td>
</tr>
<tr>
<td>Current salary is too low - Salary</td>
<td>41%</td>
</tr>
<tr>
<td>Retiring (eligible to collect retirement benefits) - Reason</td>
<td>38%</td>
</tr>
<tr>
<td>Too little time for instructional preparation – Work Resources</td>
<td>38%</td>
</tr>
<tr>
<td>Lack of respect/appreciation by the public for Pre-K - 12 educators</td>
<td></td>
</tr>
<tr>
<td>Too much of an emphasis on high-stakes testing</td>
<td></td>
</tr>
<tr>
<td>Leaving profession and seeking non-education employment</td>
<td>37%</td>
</tr>
<tr>
<td>Unruly/disrespectful students – Work Environment</td>
<td></td>
</tr>
</tbody>
</table>
No plan to leave
(45% of all respondents)

- Feel unappreciated and not valued
- Frustrated with aspects of the job
- Taking a personal toll
- May be in your schools a long time

<table>
<thead>
<tr>
<th>Stressors</th>
<th>% Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unruly/disrespectful students – Work Environment</td>
<td>46%</td>
</tr>
<tr>
<td>High student/teacher ratios – Work Resources</td>
<td>44%</td>
</tr>
<tr>
<td>Burned out - Personal</td>
<td>44%</td>
</tr>
<tr>
<td>Current salary is too low - Salary</td>
<td>42%</td>
</tr>
<tr>
<td>Disrespectful parents – Work Environment</td>
<td>41%</td>
</tr>
</tbody>
</table>
Who will be leaving?

- **38% of all respondents plan to leave within 5 years**
  - 56% of educators ≥ 50 years old
  - 62% of educators with ≥ 20 years of work
  - Administrators, librarians and those with doctoral degrees
  - Respondents from urban districts more likely to leave within 5 years
  - Longer commute, more likely to consider leaving

Who will be staying?

- Completed high school in Alabama
- Job is closer to the college they attended
- Bachelor’s degree
Recommendations for Districts and ALSDE #1

• Identify irritants of current teachers and seek to address
  • Conduct satisfaction surveys and focus groups
  • Provide more time for course preparation
  • Develop stronger discipline protocols

• Conduct more classroom management training

• Consider licensure changes that can increase teacher licensure

• Increase educator pay and benefits
Recommendations for Districts and ALSDE #2

• Establish district-based incentives for recruiting and retaining teachers

• Recruit from out-of-state and accept out-of-state license without additional coursework or assessments

• Enhance professional development for district and school leaders

• Develop Future Teachers of America (NEA) or similar initiative

• Extend alternative licensure opportunities
Recommendations for the state’s universities

• Consider curricular changes that can expedite teacher production (ALSDE would have to help with this)

• Better prepare students for the licensure requirements

• Increase production of teachers in critical-needed areas
• Expand scholarships/ loan repayment programs for education majors
• Expand classroom management training in curriculum
The Life and Times of Recent Education Graduates

Jim Purcell, Ed.D.
Executive Director
Alabama Commission on Higher Education