

# Evaluation of the Missouri Teacher Recruitment and Retention Grants Phase I Report

June 2022



*Prepared for:*



## About CTAC:

The Community Training and Assistance Center is a national not-for-profit organization with a demonstrated record of success in the fields of education and community development. CTAC builds district, state, and community capacity by providing technical assistance, conducting research and evaluation, and informing public policy. It focuses on developing leadership, planning and managerial expertise within school systems, community-based organizations, collaborative partnerships, state and municipal governments, and health and human service agencies. Since 1979, CTAC has provided assistance to hundreds of public institutions, community-based organizations, and coalitions in the United States and several other countries.

CTAC's staff is comprised of nationally recognized executives, educators, policy makers, researchers and organizers who have extensive experience working with city, county and state agencies, educational institutions, federal legislative bodies, not-for-profit organizations, philanthropic institutions and the private sector.

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## EXECUTIVE SUMMARY

Through the Teacher Recruitment and Retention Grants, the Missouri Department of Elementary and Secondary Education (DESE) is supporting local education agencies (LEAs), educator preparation programs (EPPs), and community colleges (CCs) across the state to recruit and retain teachers. DESE's goal is to create an exemplary state system of educator recruitment and retention.

The Community Training and Assistance Center (CTAC) is conducting an independent, external evaluation of the teacher recruitment and retention grants. This report presents findings of the first phase of the evaluation – Analysis of Applications. The data included responses to a number of Likert-scale survey prompts and answers to multiple open-ended questions. In addition, CTAC reviewed multiple guidance documents from DESE.

This Phase I evaluative report focuses on building a baseline understanding of the strategies selected by grantees for the recruitment and retention of teachers.

The following questions guide the evaluation:

- What strategies are proposed for improving teacher recruitment?
- What strategies are proposed for improving teacher retention?
- How will the grantees measure the impact of their initiatives? What mechanisms for evaluation are they selecting?

## Findings

### *LEA Teacher Recruitment (Grow Your Own) Grants*

- More than half of LEA teacher recruitment grantees are engaging in partnerships with institutions of higher education (IHEs) for teacher recruitment.
- They plan to use a variety of strategies for teacher recruitment and selection, including hosting or participating in informational events at LEA schools or EPP/CC campuses and using multiple communication materials to promote the teaching profession.
- They intend to utilize multiple strategies for teacher preparation and support, including inviting students to participate in teaching clubs or academies, providing students with scholarships for tuition or room and board, and encouraging non-teaching staff to become certified, or teachers to earn higher degrees or certifications in high-need areas.
- More than one-third of LEAs indicate their plans include strategies for increasing teacher candidate diversity. Among these LEAs, the majority are targeting both male candidates and candidates of color.
- LEAs plan to use a variety of strategies to increase teacher candidate diversity. Some are specific to creating a diverse pool of candidates; others are more general.

### *LEA Teacher Retention Grants*

- LEAs indicate that teacher vacancies at the end of the 2020–21 school year were somewhat higher than usual.
- Three-fourths of LEAs report it is somewhat difficult or very difficult to fill the vacant teacher positions.
- Across LEA priority levels, locations, and sizes, the percentage of male teachers is lower than that of male students. Some LEAs indicate that the percentage of teachers of color is lower than the percentage of students of color.
- Ninety percent of LEAs are using one to four of the 11 research-based strategies that DESE provides for teacher retention. On average, an LEA uses 2.5 strategies.
- Some commonly used strategies include providing or increasing stipends for staff members, providing staff members with professional development opportunities, and utilizing culture and climate surveys to determine and address working condition issues.

### *EPP/CC Teacher Recruitment Grants*

- EPPs and CCs are partnering with multiple LEAs to recruit teacher candidates.
- EPPs and CCs plan to use a variety of strategies for teacher recruitment and selection, including hosting informational events at LEA schools or EPP/CC campuses, using multiple communication platforms and materials, and providing secondary school students with school exploration classes.
- EPPs and CCs intend to utilize multiple strategies for teacher preparation and support, including connecting with students in teaching clubs or academies, providing professional development and mentoring services, establishing dual credit and dual enrollment opportunities, and providing scholarships for tuition or room and board.
- Most EPPs and CCs indicate they have specific strategies for recruiting male candidates and candidates of color. Among them, the majority are targeting both male candidates and candidates of color.
- EPPs and CCs plan to use a variety of strategies to increase teacher candidate diversity. As with the LEAs, some recruitment strategies are specific to creating a diverse pool of candidates; others are more general.

### *Evaluation*

The majority of teacher recruitment and retention grantees plan to use mixed-methods approaches to evaluate their grant strategies. They intend to share their grant progress and/or outcome data with DESE and other stakeholders (e.g., school boards) on an on-going basis.

### *Conclusion*

Through the Teacher Recruitment and Retention Grants, DESE is focusing on nurturing, recruiting, developing, and retaining teachers across the state. At this early phase, the planning is on track and the initiative is off to a positive start.

## CHAPTER ONE: INTRODUCTION AND CONTEXT

Through the Teacher Recruitment and Retention Grants, the Missouri Department of Elementary and Secondary Education (DESE) is supporting local education agencies (LEAs), educator preparation programs (EPPs), and community colleges (CCs) across the state to recruit and retain teachers. DESE's goal is to create an exemplary state system of educator recruitment and retention.

The Community Training and Assistance Center (CTAC) is conducting an independent, external evaluation of the teacher recruitment and retention grants. This report presents findings of the first phase of the evaluation – Analysis of Applications.

### The Context

Across the United States, the demand for teachers is exceeding the supply (Barnum, 2021; Sutchter et al., 2016). The share of schools that tried to fill a teaching vacancy but could not do so tripled from the 2011–12 to 2015–16 school years (increasing from 3.1 to 9.4 percent) (García & Weiss, 2019). The COVID-19 pandemic has made the problem worse, with a 2021 national survey reporting one in four teachers are considering leaving their job by the end of the school year (Steiner & Woo, 2021).

In Missouri, 44 percent of teachers do not stay in the public schools beyond their third year of teaching and 53 percent do not stay beyond their fifth year (DESE, 2021c). Moreover, many positions, including critical ones such as in Special Education, have vacancies or are filled with less-than-fully certified teachers (DESE, 2021b). Staff turnover and shortages threaten school improvement efforts and student achievement (Learning Policy Institute, 2017). In a 2021 survey administered by the Missouri State Teachers Association (2021), 51% of educators say they consider leaving the profession often or very often. The challenges of recruiting and retaining teachers are significant and escalating.

The challenges are further exacerbated by a steady decline in enrollment in colleges of education for the past decade, and the pandemic has likely made things worse (Will, 2022). Between 2008–09 and 2018–19, the number of people completing a teacher education program declined by almost a third, and traditional teacher preparation programs saw the largest decline of 35 percent. Teacher preparation programs also continue to struggle with recruiting more diverse candidates. Across the nation, 80 percent of teachers are white, but less than half of public school students are (Will, 2022).

To address shortages in the teaching profession, DESE designated more than \$50 million in state reserve funds from the Elementary and Secondary School Emergency Relief Fund to establish a Teacher Recruitment and Retention Grant program (DESE, 2021a). The expectation is that the grants will stimulate innovation to help districts to address teacher shortages generally, and encourage the recruitment of more male candidates and candidates of color as well as more prospective teachers in hard-to-staff content areas (DESE, 2021d).

## LEA Teacher Recruitment (Grow Your Own) Grants

A Grow Your Own (GYO) program builds a pipeline of future teachers for LEAs by inviting, cultivating, and supporting students to consider the teaching profession (DESE, 2021a). As of April 2022, 470 of the 555 LEAs (85%) in the state have a GYO program (DESE, 2022a).

To encourage the creation and further development of GYO programs across the state, DESE provides a fixed amount GYO grant of \$10,000 to LEAs (DESE, 2022b). The grant funding supports LEAs to engage students in considering the teaching profession through four areas of activities: (a) partnerships, (b) recruitment and selection, (c) preparation and support, and (d) evaluation. LEAs can use the GYO grant to carry out a wide variety of activities, which may be in one or more of these areas. All grantees are required to engage in evaluation activities to identify the degree of success of their GYO program (DESE, 2022b).

## LEA Teacher Retention Grants

LEAs can use the teacher retention grants to implement proven strategies for improving teacher retention, especially for teachers early in their careers (DESE, 2022b). DESE provides a list of 11 research-based retention strategies that applicants should consider. Among these strategies are strengthening the mentor program, providing extra pay for extra duties, hiring additional substitute teachers, aides, and para-professionals, rewarding National Board-certified teachers, improving teachers' working conditions, addressing the social-emotional needs of students and teachers, providing professional learning opportunities, and increasing teacher voice and leadership opportunities.

The maximum grant amount is the product of a per teacher allocation based on an LEA's Priority Level and the LEA's teacher count. There are three priority levels as determined by average percentages of students in poverty (i.e., Free and Reduced Priced Lunch, or FRPL) and minority students. LEAs at Priority Level I have 70–100% of students in poverty and 50–100% of minority students. LEAs at Priority Level II have 70–100% of students in poverty and 0–49% of minority students. LEAs at Priority Level III have 0–69% of students in poverty. The per teacher allocations are \$1,200, \$800, and \$500, respectively, for LEAs at Priority Levels I, II, and III (DESE, 2022b).

As an example, an LEA with 62.3% of FRPL and 0.4% of minority students is designated at Priority Level III. The LEA has 25 teachers. The total eligible amount of the teacher retention grant for the LEA is therefore the product of \$500 and 25, which is \$12,500.

## EPP/CC Teacher Recruitment Grants

To assist educator preparation programs (EPPs) and community colleges (CCs) in recruiting teacher candidates, DESE awards grants ranging from \$10,000 to \$40,000 to eligible EPPs and CCs. The EPPs, located on university campuses throughout the state, are responsible for preparing future teachers. The CCs serve as key contributors to the teacher development pipeline through Associate of Arts in Teaching programs (DESE, 2021d).

EPPs and CCs with one to ten certification programs are eligible for a \$10,000 grant. EPPs with 11–20 programs are eligible for a \$20,000 grant. EPPs with 21–30 programs are eligible for a \$30,000 grant. EPPs with 31 or more programs are eligible for a \$40,000 grant (DESE, 2021d).

EPPs and CCs engage in teacher recruitment activities in four areas, which jointly contribute to increasing the number of teacher candidates. These four areas are: (a) partnerships, (b) recruitment and selection, (c) preparation and support, and (d) evaluation. EPPs and CCs can use the grant monies for activities in any or all of the first three general areas, and must include evaluation activities (DESE, 2021d).

## Support from Missouri Teacher Development System

In addition to the financial component of the grants, DESE provides the LEAs, EPPs, and CCs with regional support persons representing the Missouri Teacher Development System (MTDS). The MTDS representatives serve as a resource for the grantees. They review and monitor grants, and provide technical assistance (e.g., planning, allowable usage of funds and strategies for grant implementation, evaluation) to LEAs, EPPs, and CCs (DESE, 2021a, 2021d, 2022b).

## Overview of the Report

The remainder of the report is organized as follows. Chapter Two presents the methodology of the Phase I evaluation. Chapters Three through Five present the findings of the evaluation on LEA Teacher Recruitment (Grow Your Own) Grants (Chapter Three), LEA Teacher Retention Grants (Chapter Four), and EPP/CC Teacher Recruitment Grants (Chapter Five). Following Chapter Five are the conclusion, references, and appendix.

## CHAPTER TWO: METHODOLOGY

CTAC's Phase I evaluation examined applications for teacher recruitment and retention grants from LEAs, EPPs, and CCs. The data included responses to a number of Likert-scale survey prompts and answers to multiple open-ended questions. In addition, CTAC reviewed multiple guidance documents from DESE.

### Research Questions

The following overarching research questions guide the review and summary of the strategies and evaluation designs from the grantees:

- What strategies are proposed for improving teacher recruitment?
- What strategies are proposed for improving teacher retention?
- How will the grantees measure the impact of their initiatives? What mechanisms for evaluation are they selecting?

From the strategies proposed for teacher recruitment and retention, CTAC explored key characteristics such as:

- Purpose. We explored such questions as: What specific challenges are the applicants seeking to address? What are the recruitment targets? Do plans include strategies for teacher candidate diversity? What types of strategies are being proposed for increasing teacher candidate diversity? How do the retention grant strategies support districts in keeping high-quality teachers?
- Supports. We examined such questions as: Who owns the recruitment and retention work? Is it the responsibility of the Human Resources Department, the Superintendent's Office, or is it cross-cutting?
- Originality. We examined such questions as: Are the strategies an add-on to current efforts or are they something new? Have the strategies been tried previously?

In addition to analyzing and summarizing the strategies, CTAC examined the mechanisms the grantees have selected to measure the impact of their strategies.

### Data Collection and Analysis

Teacher recruitment and retention grant data, shared by DESE, are available for 508 LEAs across the nine regional professional development centers (RPDCs) in the state. These LEAs have received a teacher recruitment (Grow Your Own) grant and/or a teacher retention grant. As Table 1 shows, this group includes 452 LEAs for whom both grants' data are available, 5 LEAs for whom only the recruitment grant data are available, and 51 LEAs for whom only the retention grant data are available.

Table 1. LEA Teacher Recruitment and Retention Grantees by RPDC

RPDC	# LEAs with Data for both Recruitment and Retention Grants	# LEAs with Data for Recruitment Grant Only	# LEAs with Data for Retention Grant Only
Central	51	0	9
Heart of Missouri	42	2	7
Kansas City	38	0	6
Northeast	39	0	6
Northwest	39	0	5
South Central	58	0	2
Southeast	56	1	7
Southwest	82	0	4
St. Louis	47	2	5
<b>Total</b>	452	5	51

As Table 2 shows, data are available for 42 educator preparation programs and 13 community colleges. The EPPs and CCs, across the regions, have received a teacher recruitment grant.

Table 2. EPP and CC Grantees by Region

Region	# EPPs with Data for Recruitment Grant	# CCs with Data for Recruitment Grant
Central	7	0
Kansas City	7	1
Northeast	3	1
Northwest	2	1
South Central	1	2
Southeast	1	1
Southwest	8	2
St. Louis	11	4
West Central	2	1
<b>Total</b>	42	13

Note. EPP refers to education preparation programs. CC refers to community colleges.

Questions for the LEA and EPP/CC teacher recruitment grant recipients were similar. The grantees were asked to describe their plans in four areas: (a) partnerships, (b) recruitment and selection, (c) preparation and support, and (d) evaluation. As an example, below are some questions in DESE's application form for EPPs and CCs.<sup>1</sup>

- Which school districts, charter schools or other organizations will you partner with?
- Describe planned partnership and collaboration strategies and/or activities.
- Describe planned recruitment and selection strategies.
- Will you have specific strategies for recruiting male candidates and candidates of color?
- Which demographic group(s) are included in your plan for increasing teacher candidate diversity?
- Describe planned teacher candidate diversity strategies and/or activities.
- Describe planned learning opportunities to increase awareness of the knowledge and skills of teaching.
- Describe planned evaluation of your TE Grant proposal.
- Describe your plan for publicly reporting/sharing of TE Grant progress and/or findings/recommendations with key stakeholders and DESE on an on-going basis.

For the LEA teacher retention grantees, they were also asked to explain how they would evaluate and share their grant progress and/or outcome data. In addition, they responded to a number of questions in DESE's application form related to teacher retention as follows:

- On average, what percentage of total district teacher positions become vacant each year?
- In general, how difficult is it to fill these positions?
- How does the demographic data of your teachers compare with the demographic data of your students?
- Describe the strategies you intend to implement to improve teacher retention in your district/school.

For the Likert scale questions, CTAC used cross tabulations to display the findings. We utilized ANOVA tests to examine the statistical significance of the differences across groups.

For the written comments, CTAC conducted content analyses (Hsieh & Shannon, 2005) to quantify the responses provided by grantees to prompts regarding the recruitment and retention strategies, evaluation, and public sharing. We started by reading and re-reading each grant application response from beginning to end to familiarize ourselves with the data. Then, we read each response to highlight responses which describe a factor of interest and code them with a key word or phrase. This review process was recursive with new codes being added based

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<sup>1</sup> Source: DESE's teacher recruitment and retention grant applications.

on new data, and original codes recoded, combined, or split, as appropriate. As an important step in enhancing the accuracy of the findings, multiple members of the CTAC team reviewed the coding categories to reach consensus on a final coding scheme.

## Documents Review

CTAC reviewed multiple guidance documents from DESE related to the teacher recruitment and retention grants. These documents provided rich background information and facilitated CTAC's analyses of the grant applications. Representative examples include:

- Administrative Memo: Teacher Recruitment and Retention Grants (EQ-21-003) (May 4, 2021)
- Teacher Education Grants (July 1, 2021)
- Teacher Recruitment and Retention Grants (January 2022)
- Grow Your Own (GYO) Resource Guide (April 2022)
- Teacher Recruitment and Retention Grant (Eligibility and Funding) (April 2021)

## Limitations

The Phase I evaluation relied, exclusively, on information provided in the grant applications. The level of detail provided by the grantees, however, varied substantially. When strategies and/or activities, which LEAs, EPPs, and CCs actually use, were not included in the applications, the information would not be able to be captured in the calculations. In addition, the availability of only one data source made it impossible to develop a comprehensive understanding of teacher recruitment and retention through the convergence of information from different sources.

Despite these limitations, data show common strategies and/or activities across LEA demographics (e.g., priority levels, locations, and communities), and institutional priorities. Findings of the study help to build the foundation for understanding the impact of the grants and the effectiveness of the different strategies and/or activities, and contribute to DESE's goal of creating an exemplary state system of educator recruitment and retention.

## CHAPTER THREE: LEA TEACHER RECRUITMENT GRANTS

This chapter reviews and summarizes the strategies and evaluation designs from the LEA teacher recruitment (Grow Your Own) grantees.

### Characteristics of Teacher Recruitment (Grow Your Own) Grantees

Table 3 shows the characteristics of the teacher recruitment (Grow Your Own) grantees, for whom application information is available. **The majority of the LEA teacher recruitment grantees are at Priority Levels II and III, in towns and rural areas, and are small or medium.**

Table 3. Characteristics of Teacher Recruitment (Grow Your Own) Grantees

Teacher Retention (Grow Your Own) Grantees	Number of LEAs	Percent
By LEA Priority Level		
Priority Level I (PL1)	30	7%
Priority Level II (PL2)	62	14%
Priority Level III (PL3)	365	80%
By LEA Locale		
City	39	9%
Suburb	45	10%
Town	86	19%
Rural	287	63%
By LEA Size		
Small (1–1,000 students)	296	65%
Medium (1,001–15,000 students)	149	33%
Large (15,001 or more students)	12	3%

Note. Throughout the report, due to rounding, percentages may not always add up to precisely 100%. The LEA Priority Level data were retrieved from DESE (2021e). The LEA locale data were retrieved from the National Center for Education Statistics (n.d.). The LEA size data were retrieved from DESE (2021e). Responses to questions in the grant application forms were not required, therefore total numbers of respondents may vary.

### Lead Contacts for LEA Teacher Recruitment Grants

Table 4 suggests that **most of the lead contacts for the LEA teacher recruitment grants are key LEA leaders.** This includes superintendents (53%) and assistant, associate, deputy, or interim superintendents (16%). Approximately one-sixth of lead contacts are directors, chiefs, or

managers for human resources/talent (4%) and other branches such as curriculum and federal programs (12%). Approximately one-tenth of lead contacts are principals or assistant principals (8%), or other educators such as coaches, coordinators, and counselors (7%).

Table 4. Lead Contacts for LEA Teacher Recruitment Grants

Title of the Lead Contacts	Number	Percent
Superintendents	243	53%
Assistant/Associate/Deputy/Interim Superintendents	72	16%
Director/Chief/Managers (HR/Talent)	18	4%
Other Directors (e.g., curriculum, federal programs)	57	12%
Principal/Assistant Principals	35	8%
Other Educators (e.g., coaches, coordinators, counselors)	32	7%

### LEA Recruitment Efforts That the Grants Support

As Table 5 shows, **the majority of LEAs are using the teacher recruitment grant funding to support new programs**. One-fifth of LEAs (22%) are supporting existing efforts, and there is no response from the other one-fifth of LEAs (18%).

Table 5. LEA Recruitment Efforts That the Grants Support

Is this a new program or does it support an existing effort?	All LEAs		By Priority Level			By Locale*				By Size**		
	n	%	I	II	III	C	S	T	R	L	M	S
New Program	273	60%	37%	56%	62%	44%	40%	56%	66%	17%	50%	66%
Existing Effort	101	22%	47%	24%	20%	44%	40%	27%	15%	75%	34%	14%
No Response	83	18%	17%	19%	18%	13%	20%	17%	19%	8%	16%	20%

Note. \*C = City; S = Suburb; T = Town; R = Rural. \*\*L = Large; M = Medium; S = Small.

In addition, the table shows that **higher percentages of large LEAs at Priority Level I are using the grant to support existing efforts**. Higher percentages of LEAs at Priority Levels II and III, in towns and rural areas, and medium and small sizes LEAs, are supporting new programs.

### Recruitment Targets

Table 6 shows that **most LEAs include their current students (especially high school students in teaching clubs or academies) in their recruitment plan**. The percentages are highest for large LEAs in cities and suburbs.

*This grant will be used to support existing programs including the district’s teacher academy club at both the middle and high school levels...Middle school students will be mentored by high school students, high school students will be mentored by college students, and after students graduate, they will be mentored by an LEA teacher.*

-LEA (PL3; Suburb; Large)<sup>2</sup>

**Higher percentages of small LEAs in rural areas are focusing on supporting non-teaching staff to become certified.** This includes paraprofessionals, teaching aides, and substitute teachers.

*We have several paraprofessionals currently considering, or enrolled, in programs to become certified teachers. One opportunity we feel like this grant could provide would be to budget for paraprofessional scholarships that are reimbursable upon completion of their teaching certification.*

-LEA (PL3; Town; Small)

*Our plan is to provide funding help for teacher aides in our district to gain educator certifications. We believe in a highly qualified staff as well as knowing that gaining certifications/degrees then the likelihood of the individual having a career in education increases greatly.*

-LEA (PL2; Rural; Small)

*We plan to offer scholarships and/or stipends to staff members who are para-educators, building substitutes, or teaching assistants that have demonstrated both the necessary talent and an interest in becoming a certified teacher...We believe this program will attract diverse teaching candidates who are pursuing higher education as nontraditional students.*

-LEA (PL1; City; Small)

Table 6. LEA Teacher Recruitment Targets

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
LEA Students (e.g., Future Teachers of America)	382	84%	87%	85%	83%	90%	93%	83%	82%	100%	89%	80%
LEA Non-Teaching Staff	149	33%	27%	35%	33%	26%	16%	28%	38%	0%	23%	39%
IHE Teacher Candidates	72	16%	33%	10%	15%	31%	20%	13%	14%	25%	16%	15%
Others (e.g., LEA Alumni)	60	13%	10%	8%	14%	5%	9%	7%	17%	8%	7%	16%

<sup>2</sup> The quotes in this report were retrieved from the grant applications. PL refers to Priority Level.

Some LEAs also target LEA alumni and students at institutions of higher education; others support teachers to earn additional areas of certification.

*College students are hired for teaching and/or tutoring in the schools as part-time employees. The goal is to hire these students after graduation as full-time teachers.*

-LEA (PL1; City; Medium)

*We will offer four scholarships of \$2,500 each for our LEA alumni in their senior year of college. They have to be our LEA graduates who are going to become college seniors and taking courses to become a teacher.*

-LEA (PL3; Rural; Small)

*We plan to pay for current staff members to pursue additional areas of certification in positions that have been difficult to fill.*

-LEA (PL3; Town; Medium)

As indicated in Chapter 1, the LEA teacher recruitment (Grow Your Own) grants provide LEAs with funding to encourage students to enter the teaching profession through four areas of activities: (a) partnerships, (b) recruitment and selection, (c) preparation and support, and (d) evaluation (DESE, 2022b).

## Area 1: Partnerships

**More than half of LEA teacher recruitment grantees are engaging in partnerships with IHEs** (253 LEAs, or 55.4%); these partnerships take different forms. As Table 7 shows, two-fifths of LEAs are partnering with a single IHE or multiple IHEs. One-fifth of LEAs (19%) are partnering with a combination of IHE(s), business, community, MTDS, RPDC, state agencies, and other GYO programs.

Table 7. LEA Teacher Recruitment Grant Partnerships

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Single IHE	78	17%	23%	15%	17%	28%	27%	22%	13%	25%	22%	14%
Multiple IHEs	104	23%	37%	21%	22%	28%	22%	21%	23%	17%	26%	21%
IHE(s) / Business / Community / MTDS / RPDC / State Agencies / Other GYO Programs	88	19%	13%	16%	20%	21%	18%	21%	19%	25%	23%	17%
No Response / Not Applicable / No Partners	187	41%	27%	48%	41%	23%	33%	36%	46%	33%	28%	48%

Note. The survey prompt was "Describe planned partnership and collaboration strategies and/or activities."

The Appendix shows the number of LEAs that EPPs or CCs are partnering with. For example, 63 LEAs indicate they are partnering with the Missouri State University for the implementation of their teacher recruitment grants.

For the other types of organizations, the number of partner LEAs vary as follows: businesses (15 LEAs), community (26 LEAs), MTDS (28 LEAs), RPDC (48 LEAs), state agencies (12 LEAs), and other GYO Programs (regional networking) (50 LEAs).

Partner information is not available for two-fifths of LEAs.

## Area 2: Recruitment and Selection

Table 8 shows that **LEAs plan to utilize a variety of strategies for teacher recruitment and selection. These strategies align with DESE’s guidance.**

Table 8. LEA Teacher Recruitment: Recruitment and Selection Strategies

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Informational Events at LEA Schools	94	21%	30%	16%	21%	31%	36%	24%	16%	67%	28%	15%
Informational Events at EPP/CC Campuses	80	18%	33%	11%	17%	33%	20%	15%	16%	25%	18%	17%
Communication Materials (e.g., videos, social media)	22	5%	17%	3%	4%	13%	16%	5%	2%	17%	7%	3%
Communication Materials (e.g., brochures, flyers)	54	12%	30%	6%	11%	21%	22%	10%	9%	25%	13%	10%
Public Service Announcements	7	2%	7%	3%	1%	5%	0%	1%	1%	8%	1%	2%
Middle School Exploration Classes (e.g., campus visits)	20	4%	7%	3%	4%	8%	4%	2%	5%	8%	3%	5%
Announcement Events (e.g., celebrations, recognitions)	28	6%	7%	11%	5%	8%	9%	3%	6%	8%	5%	6%

Note. The survey prompt was “Describe planned recruitment and selection strategies.”

Many LEAs plan to host or participate in informational events at LEA schools or EPP/CC campuses to enhance the awareness and build the interest of students in the teaching profession.

*The district will promote and attend events on college campuses to increase and promote students entering into the teaching profession. The district will host a teacher recruitment night and invite all students who are entering the teaching profession or thinking about it to attend. All participating colleges and nearby school districts will be invited as well.*

-LEA (PL3; Rural; Small)

*Students at our partner college will make multiple trips to our campus and conduct classroom presentations. We will also organize field trips to visit colleges for our current high school students.*

-LEA (PL1; City; Medium)

Some LEAs report that they will use multiple communication materials to promote the teaching profession, such as videos, social media, brochures, and flyers.

*To recruit teacher candidates, we plan to design various marketing communication brochures to attract potential teacher candidates, create billboard and radio advertisements to advertise available positions and highlight the school directly, and utilize social media to market to a specific demographic.*

-LEA (PL1; City; Small)

*The district will create a promotional video and a promotional brochure that will be shared at career fairs, at education job fairs, and on social media.*

-LEA (PL3; Town; Medium)

Some LEAs also plan to provide middle school students with school exploration classes (e.g., guest speakers, campus visits, and other field trips) to inspire them to consider entering the teaching profession, or host announcement events to celebrate or recognize those entering teacher education programs.

*We will provide exploratory classes for our middle school scholars. The class will be offered weekly and will consist of guest speakers, campus visits and field trips which will elicit students' interest in the teaching profession and aid in our recruiting efforts.*

-LEA (PL1; City; Small)

*Our LEA often recognizes students that are signing to play a sport at the collegiate level. We are going to incorporate a “Grow Your Own” signing, where students that are going to pursue a career in education will have their signing (similar to the athletes) and get recognized by the entire school K–12th grade. This would be a celebration that will include the entire district.*

-LEA (PL3; Rural; Small)

### Key Points on LEA Teacher Recruitment Grant Strategies: Areas 1 and 2

- More than half of LEA teacher recruitment grantees are engaging in partnerships with IHEs.
- LEAs plan to utilize a variety of strategies for teacher recruitment and selection: hosting or participating in informational events at LEA schools or EPP/CC campuses, and using multiple communication materials to promote the teaching profession.
- These strategies align with DESE's guidance.

### Area 3: Preparation and Support

As Table 9 shows, **LEAs plan to use multiple strategies for teacher preparation and support. These strategies align with DESE's guidance.** Specifically, one-fourth of LEAs (26%) indicate they will invite students to participate in teaching clubs or academies (e.g., Teacher Academy, Future Teachers of America, Educators Rising, and/or Teacher Cadets). Participation in these clubs or academies provides students with a variety of learning opportunities (e.g., shadowing, internship) and allow students to have more hands-on experiences working with classroom teachers.

*Students who are interested in becoming a teacher will be encouraged to participate in a cadet teacher program where they are able to job shadow, assist classroom teachers and tutor individual or small groups of students under the direct supervision of a certified teacher. The cadet teaching opportunity will perhaps provide the most insightful glimpse into the teaching field and all of the rewards of becoming a teacher!*

-LEA (PL3; Rural; Small)

*We will offer shadowing opportunities for prospective sophomore and junior students to come and experience the program for a whole day. These shadowing experiences provide students with a comprehensive look into the in's and out's of the program, and help them determine if the program will help them achieve their career goals.*

-LEA (PL3; Town; Medium)

*We will offer a "career shadowing" day each year. Cadet teachers may use this excused school absence to observe/shadow teachers in buildings throughout the district (different classes, grades, subjects). Cadet teachers, who will serve as paid teaching assistants during summer school, will engage in PD offerings with certified teachers to prepare for upcoming classwork.*

-LEA (PL2; City; Medium)

Table 9. LEA Teacher Recruitment: Preparation and Support Strategies

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Teaching Clubs or Academies	118	26%	23%	27%	26%	28%	22%	29%	25%	33%	29%	24%
Learning Opportunities (e.g., guest speakers, campus visits)	95	21%	27%	26%	19%	18%	29%	22%	20%	33%	22%	20%
Learning Opportunities (e.g., PD, mentoring)	89	19%	30%	19%	19%	36%	31%	26%	14%	67%	28%	13%
Learning Opportunities (e.g., dual credits, dual enrollment)	93	20%	40%	18%	19%	33%	36%	26%	15%	33%	31%	15%
Other Learning Opportunities (e.g., attending conferences)	18	4%	0%	5%	4%	0%	4%	5%	4%	0%	6%	3%
Fiscal Support for Students (LEA employment opportunities)	71	16%	20%	24%	14%	23%	16%	16%	14%	33%	13%	16%
Fiscal Support for Students (tuition, room, board)	172	38%	27%	42%	38%	28%	47%	37%	38%	25%	40%	37%
Fiscal Support for Teachers (stipends or release time)	74	16%	10%	10%	18%	21%	33%	14%	14%	42%	23%	12%
Fiscal Support for Staff (e.g., scholarship, reimbursement)	154	34%	27%	34%	34%	21%	22%	26%	40%	8%	23%	40%
Other Fiscal Support (e.g., scholarship for LEA alumni)	60	13%	20%	13%	13%	15%	2%	9%	16%	8%	9%	15%

Note. The survey prompt was “Describe planned learning opportunities to increase awareness of the knowledge and skills of teaching.”

In addition, approximately one-fifth of LEAs intend to provide learning opportunities such as guest speakers, campus visits, professional development, mentoring, and dual credits/dual enrollment to support the recruitment of teachers.

*The district will recruit students for the GYO program through the use of brochures, posters, classroom speakers, and field trips to potential educator preparation programs. Emphasis will be placed on exposing students to teachers of color and male teachers when choosing guest speakers and mentors...Dual credit and dual enrollment opportunities will be established for students participating in the GYO program.*

-LEA (PL2; Town; Small)

*We provide professional development, curriculum resources, and educational field trip opportunities to improve student experiences and outcomes. We offer two dual credit courses for students as part of the educator preparation program of study. We match students with veteran teachers for mentor/mentee relationship building.*

-LEA (PL1; City; Large)

In particular, **a large number of LEAs intend to provide scholarships for tuition or room and board for students taking teacher education courses or participating in educator preparation programs.** Large LEAs at Priority Level I are less inclined to adopt this strategy.

*To increase awareness of the knowledge and skills of teaching, we will provide four graduating seniors with both a \$2,250 non-renewable scholarship for tuition and related supports throughout their time in college. Students who receive scholarships will be planning to pursue an undergraduate degree in education.*

-LEA (PL3; Suburb; Large)

*One student will be selected under this GYO program to fill a critical shortage teaching position in the district. The \$10,000 grant money will supplement the student's tuition costs over the four-year journey of becoming a teacher.*

-LEA (PL3; Suburb; Medium)

*A planned scholarship will be given to a student who is participating in a designated teacher education program to cover tuition or room and board expenses.*

-LEA (PL3; Rural; Small)

**Many LEAs (especially small LEAs in rural areas) indicate they will provide fiscal support for non-teaching staff to become certified, or teachers to earn higher degrees or certifications in high-need areas.**

*We have a number of teacher assistants and other team members who may not be appropriately certified as a teacher. We will provide these non-certified staff members with an opportunity for financial assistance to become certified. This reimbursement program will support with expenses incurred through approved learning experiences to become certified.*

-LEA (PL1; City; Small)

*Our district would like to provide scholarships to existing staff to pursue certification or a higher degree in hard-to-fill positions, such as math, science and special education.*

-LEA (PL3; Rural; Small)

As some small LEAs in rural areas explain, their LEAs are often at a disadvantaged position for reasons such as the lack of resources or access to large city amenities. The retention grant builds their capacity to recruit teachers.

*The lack of resources, housing, and access to big city amenities deters those without ties to our community from applying for teaching positions. The district then relies on*

*alternate routes of certification for those hired without teaching credentials. The grant funds will be used to help our current and future staff earn teaching certifications.*

-LEA (PL3; Rural; Small)

*Our district has had one student teacher in two years. The larger districts that are closer to the universities attract the majority of the student teachers. Approximately 90% of the student teachers at one university choose to do their student teacher experience in or within 10 miles of the university campus or in the school district from which they graduate high school. This scholarship will allow us to solicit student teachers who would not have previously considered our district for that experience due to travel expenses or a lack of knowledge about our school district.*

-LEA (PL3; Rural; Small)

Approximately one-sixth of LEAs plan to provide some other forms of fiscal support such as employment opportunities for students (e.g., before/after school care aid, tutor, substitute assistant, summer school job), stipends or release time for teachers, and scholarships for LEA alumni or college teacher candidates.

*We will expand our current scholarship program for students to include an additional scholarship for an LEA alum who will be going into the teaching profession. This scholarship will be for tuition, room and/ or board for students taking teacher education courses.*

-LEA (PL2; Rural; Small)

*The district will increase interest in recruitment by creating a middle school and high school organization for students interested in the field of education. Currently, the district has a Future Teachers of America and an Educators Rising at the high school, but participation is very low. There are no funds available to pay staff as advisors and no budget for the clubs to attract students and plan activities and events.*

-LEA (PL3; Town; Medium)

*The district will employ high school students interested in pursuing an education degree as summer school teachers' assistants to give students hands-on experience in education. Additionally, the district will utilize grant funds for a stipend for an Educators Rising extracurricular activity sponsor.*

-LEA (PL3; Town; Medium)

A number of LEAs intend to use strategies such as providing paid apprenticeships or recruiting from out-of-state teacher preparatory programs.

*For this specific grant, we would like to apply this funding to our teaching apprenticeship model that we are piloting this year and would like to implement further in the 2022-2023 school year. In our apprenticeship model, we interview and hire student teachers to work full-time in our school building for a paid apprenticeship (we pay a stipend). We partner with the university to ensure the apprentices are receiving coordinated support from both their onsite cooperating teacher and their university supervisor.*

-LEA (PL1; City; Small)

*Due to the geographical location of the district and being within close proximity to other states, the district will reach out to other colleges/universities within a 100-mile radius, such as those in Arkansas and Tennessee, for teacher recruitment.*

-LEA (PL2; Town; Medium)

A couple of LEAs also indicate they will provide potential teachers with guaranteed or prioritized interview and employment opportunities.

*Participation in the Grow Your Own program will provide paid opportunities during the summer, guaranteed student teaching, and a guaranteed interview.*

-LEA (PL3; Suburb; Large)

*The district is committing to the Pathways students that upon successful completion of 60 college credit hours, we will guarantee a paraprofessional position for these students.*

-LEA (PL3; Rural; Medium)

*High school junior and senior students interested in teaching as a profession will attend the program...We would look at hiring these students before other applicants for the same teaching position.*

-LEA (PL3; Suburb; Medium)

A few LEAs are intentionally integrating their efforts for teacher recruiting and retention.

*This new GYO teacher program will feed into our current existing efforts of a district-wide retention focus through a systemic mentoring program to develop and support first, second, and third year teachers as well as a new teacher institute to support teachers with 4+ years of experience but new to our district.*

-LEA (PL3; Town; Medium)

*Another key strategy we would employ in improving teacher retention is to develop a Grow Your Own partnership with the local teacher education departments at area colleges/ universities wherefore staff would have the opportunity to collaborate with (pre-service) teachers in training on specific skills and strategies necessary for their successful transition into teaching positions, especially in urban districts.*

-LEA (PL1; Large; Small)

*A key component of our new teacher retention plan is to invest in our students by creating a high school exploratory course specifically designed to inspire and foster their teaching potential.*

-LEA (PL3, Rural, Medium)

### **Key Points on LEA Teacher Recruitment Grant Strategies: Area 3**

- LEAs plan to utilize a variety of strategies for teacher preparation and support: inviting students to participate in teaching clubs or academies, providing students with scholarships for tuition or room and board, and encouraging non-teaching staff to become certified, or teachers to earn higher degrees or certifications in high-need areas.
- These strategies align with DESE's guidance.

## Area 4: Evaluation

### *Data Collection*

As Table 10 shows, **LEAs plan to use mixed-methods approaches to evaluate their teacher recruitment (Grow Your Own) grant strategies and/or activities.**

A commonly used quantitative data source is the number of enrollees in LEAs' Grow Your Own programs.

*We will monitor and track the number of students who participate in our Future Teachers of America program at both the high school and middle school levels.*

-LEA (PL3; Town; Medium)

*We will assess and record our current student enrollment in our Pathways programs. We will disaggregate this data for comparison purposes in the future. Every year, we will capture the enrollment and demographic data of students in the programs to determine if we are being successful in attracting diverse candidates.*

-LEA (PL3; Suburb; Large)

*Levels of student participation in the cadet teaching program will be gathered, analyzed and monitored over the next two year period to evaluate the effectiveness of the scholarship opportunity in recruiting new teacher candidates.*

-LEA (PL2; Rural; Small)

Other indicators that many LEAs plan to utilize to evaluate the effectiveness of their GYO grant plan strategies and/or activities include enrollment at IHEs, number of graduates, number of candidates being certified, and the number of teachers that LEA hires (especially the GYO scholarship recipients and those graduated from the LEA).

*The district will collect data related to the Grow Your Own program and its impacts on teacher development and retention. This includes...Percentage of FTA membership who enroll in postsecondary teacher preparation programs and the percentage of graduates who complete such programs and become educators.*

-LEA (PL3; Rural; Medium)

*Data will be collected to evaluate how many students participating in Cadet Teaching or earning scholarships enter teacher preparation programs, finish teacher preparation programs, earn certification, and enter the teaching profession.*

-LEA (PL3; Rural; Small)

*We will track the following key data points: Number of scholarship applicants attracted; Number of scholarship awardees who complete the program of studies to become a certified teacher; Number of awardees we hire.*

-LEA (PL1; Suburb; Medium)

Table 10. Evaluation of LEA Teacher Recruitment Grants

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Quantitative Data												
# LEA GYO Enrollment	186	41%	53%	39%	40%	46%	62%	51%	33%	67%	56%	32%
# IHE Enrollment	174	38%	27%	31%	40%	28%	40%	48%	36%	17%	48%	34%
# Graduates	60	13%	10%	16%	13%	13%	13%	14%	13%	8%	17%	11%
# Certified	88	19%	13%	18%	20%	13%	16%	20%	21%	17%	16%	21%
# Employed	83	18%	23%	13%	19%	18%	36%	23%	14%	25%	29%	13%

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Qualitative Data												
Student Survey	233	51%	40%	48%	52%	51%	47%	50%	52%	58%	47%	53%
Staff Survey	61	13%	10%	10%	14%	13%	13%	15%	13%	8%	17%	11%
Other Survey (e.g., parents)	15	3%	7%	6%	2%	10%	0%	2%	3%	0%	5%	3%
Interview / Focus Group	35	8%	17%	6%	7%	10%	9%	9%	7%	17%	9%	6%
Evaluation Method												
Pre-Post Comparisons	140	31%	20%	31%	32%	28%	36%	27%	31%	33%	30%	31%

Note. The survey prompt was “Describe your plan for evaluating the effectiveness of your GYO grant plan strategies and/or activities (may include sources of data/evidence and/or methods for collecting, monitoring, analyzing, and/or interpreting data and/or evidence).”

The qualitative data sources include surveys of students, staff members, and other stakeholders (e.g., parents), and interviews/focus groups.

*We will have students and staff complete an annual survey to capture student and staff feedback.*

-LEA (PL3; City; Large)

*Each activity will be evaluated to determine the efficacy of the GYO Program. Surveys, observations, focus groups, and interviews will be used as a means to assess the program.*

-LEA (PL1; City; Small)

One-third of LEAs indicate they will use a pre/post design by comparing outcome data over time to measure the effectiveness of the grant strategies/activities.

*The district plans to administer student and staff surveys at the beginning of the year and at the end of the school year to determine whether an interest is gained in teaching career pathways.*

-LEA (PL2; Town; Medium)

**Reporting Events**

As Table 11 shows, **the majority of LEAs indicate they will share their teacher recruitment grant progress and/or outcome data with DESE and their school boards on an on-going basis.**

Table 11. Public Sharing of Recruitment Grant Progress/Outcome Data

	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Sharing with DESE	250	55%	63%	66%	52%	72%	60%	44%	55%	50%	58%	53%
Sharing with school board	264	58%	53%	48%	60%	64%	62%	62%	55%	75%	64%	54%
Sharing with staff	134	29%	47%	31%	28%	46%	33%	24%	28%	50%	30%	28%
Sharing with other stakeholders (e.g., parents)	215	47%	67%	42%	46%	59%	56%	50%	43%	58%	59%	41%
Sharing via websites, social media, etc.	238	52%	53%	61%	50%	49%	42%	51%	54%	33%	49%	54%
Sharing via reports, newsletters, etc.	164	36%	43%	34%	36%	41%	44%	34%	34%	50%	34%	36%

Note. The survey prompt was "Describe how you will publicly share GYO grant plan progress and/or outcome data with key stakeholders and DESE on an on-going basis."

In addition, they plan to share the data with staff members (29%), and other stakeholders such as parents and the community (47%).

*We will present findings quarterly to the Board of Education on GYO programs, publish data on the HR website, present data on specific GYO programs to partnering universities or colleges and send in annual reports to DESE regarding benchmark results, goals, and projections.*

-LEA (PL1; City; Large)

*We will publicly share GYO grant progress and outcome data by sharing all details in open sessions of board meetings, disseminating details to all staff, parents and students through various communications including focused small group meetings to highlight the opportunity. Progress and outcomes will also be shared to DESE through communication with our local RPDC as well as our DESE area supervisor.*

-LEA (PL2; Rural; Small)

*Survey data and quantitative data will be shared with the superintendent and administration team during administration and cabinet meetings, with key stakeholders through Board of Education meetings, and with DESE as indicated by the grant protocols.*

-LEA (PL3; Town; Medium)

LEAs indicate they will share the progress and/or outcome data utilizing multiple platforms such as websites and social media. They also plan to make the information available in a variety of forms such as reports and newsletters.

*Data regarding this grant will be shared with stakeholders and DESE in the following ways: District website; District newsletter; Social media; Town Halls; PAC meetings; Classroom guidance lessons; Email to parents; Special administrative board meetings.*

-LEA (PL1; Suburb; Medium)

*Data regarding the GYO program will be publicly shared on the district's website and social media sites, in the local newspaper, and through the district's annual report card released annually by DESE.*

-LEA (PL2; Town; Small)

*The GYO grant plan progress and/or outcome will be shared with key stakeholders through newsletters to home, social media postings, and on the district's website.*

-LEA (PL3; Rural; Small)

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#### **Key Points on LEA Teacher Recruitment Grant Strategies: Area 4**

- LEAs plan to use mixed-methods approaches to evaluate their teacher recruitment (GYO) grant strategies and/or activities.
- LEAs intend to share their teacher recruitment grant progress and/or outcome data with DESE and their school boards on an on-going basis.

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## Increasing Teacher Candidate Diversity

As table 12 shows, **more than one-third of LEAs indicate their plans include strategies and/or activities for increasing teacher candidate diversity.** The percentages are higher for LEAs at Priority Level I (67%), LEAs in cities (72%) and suburbs (58%), and large LEAs (83%).

Among those LEAs with planned strategies/activities for increasing teacher candidate diversity, **the majority are targeting both male candidates and candidates of color.** The percentages are higher for large LEAs (80%) in cities (75%).

Table 12. Grant Plans Include Strategies and/or Activities for Increasing Teacher Candidate Diversity

Does your grant plan include strategies and/or activities for increasing teacher candidate diversity? Which demographic group(s) are included in your plan for increasing teacher candidate diversity?	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Yes	172	38%	67%	39%	35%	72%	58%	36%	30%	83%	46%	32%
Male Candidates Only	27	16%	0%	29%	16%	0%	0%	6%	29%	0%	4%	26%
Candidates of Color Only	14	8%	20%	4%	7%	14%	31%	0%	2%	10%	10%	6%
Both Male Candidates and Candidates of Color	103	60%	70%	58%	59%	75%	69%	68%	49%	80%	69%	51%
Other	28	17%	10%	8%	19%	11%	0%	26%	20%	10%	16%	17%
No	194	42%	17%	37%	45%	15%	20%	45%	49%	8%	37%	47%
No Response	91	20%	17%	24%	19%	13%	22%	19%	21%	8%	17%	22%

**LEAs plan to use a variety of strategies and/or activities to increase teacher candidate diversity.** Some are specific to creating a diverse pool of candidates; others are more general.

One strategy that many LEAs intend to use to increase teacher candidate diversity is to enhance the accessibility of the teaching profession by providing male candidates and candidates of color with financial support such as scholarships, reimbursements, or stipends.

*We will pay particular attention to the selection of male candidates and candidates of color when awarding the scholarships.*

-LEA (PL3; City; Medium)

*The LEA will offer two scholarships annually, one for male and one for female applicants planning to enter the teacher preparation program through one of our partner colleges. This is to encourage more males to enter the field of education.*

-LEA (PL3; Rural; Small)

*We plan to offer credit reimbursement or a stipend to teachers who have worked at the school as para-educators or building substitutes and have demonstrated both the necessary talent and an interest in becoming a certified teacher.*

-LEA (PL1; City; Small)

In some LEAs, staff members and even the superintendents, are personally reaching out to male students.

*The middle and high school male teachers will work with the counselors to speak with male students who have the qualities and interest in teaching.*

-LEA (PL3; Suburb; Medium)

*I will talk to male students about looking at areas that males do not normally teach, specifically at the elementary level. I will encourage them to talk to the elementary teachers about what it takes to be an elementary teacher.*

-LEA (PL3; Rural; Small)

Some LEAs focus on connecting with Black teacher and student organizations.

*We intend to reach out to organizations for diverse professionals, including the local association of Black educators that is active in the region and the National Alliance of Black Educators.*

-LEA (PL1; Suburb; Medium)

*By partnering with various student-led organizations at the high school level, specifically Black student organizations, we will be able to promote the Pathway to the Teaching Profession and introduce this important stakeholder group to what the district has to offer. We will meet with each student-led organization once during the fall and spring semesters to promote and encourage students to become involved with the district's Grow Your Own Program.*

-LEA (PL3; Town; Medium)

In addition, many LEAs indicate they will provide targeted students with more learning opportunities through job shadowing, dual credit programs, participation in student organizations, and mentor relationships.

*Strategies will include targeting male students who meet academic criteria. These students will be provided with job-shadowing opportunities in the district they attend as well as surrounding districts.*

-LEA (PL3; Town; Small)

*We will look to increase diversity in teacher candidates by promoting our dual credit partnership program and Future Teachers organization locally.*

-LEA (PL3; Rural; Small)

*The LEA plans to recruit at least one male sponsor for the Future Teachers of America Club. In addition, the LEA plans to have current employed male teachers to be mentors for our Future Teachers of America Club.*

-LEA (PL2; Rural; Small)

To increase awareness of GYO opportunities, many LEAs plan to intentionally highlight male teachers and teachers of color in their communication materials. They also intend to host or participate in designated hiring events.

*Our plan incorporates multiple diversity strategies. Our first idea is to include diverse representation on our posters. Images of male students and students of color will be incorporated. Another idea is to utilize male students and students of colors on our announcements. In addition, we will encourage our current teaching staff to look specifically for male students and students of color to recommend as potential teacher candidates.*

-LEA (PL3; Rural; Medium)

*We will host a fair that is specifically designated for candidates of color. Our current staff of color (e.g., administrators, teachers) will attend the event so candidates can network with our staff.*

-LEA (PL3; Suburb; Medium)

*We will attend teacher education recruitment events at historically Black colleges and universities (i.e., Harris-Stowe State University and Lincoln University). We will also advertise in predominantly African American publications (i.e., The St. Louis American) and air radio advertisements on predominantly African American radio stations.*

-LEA (PL1; City; Small)

For many LEAs, their grant plans include multiple aforementioned strategies and/or activities to increase teacher candidate diversity.

*The plan to increase diversity includes but is not limited to: partnering with student organizations (like the Black Student Union) at each of the high schools, attending events directed at recruiting students of color, and requesting staff at each high school to fill out forms to identify students who would make great teachers.*

-LEA (PL3; Suburb; Large)

*We will provide scholarship support for identified candidates, provide mentoring support for identified candidates, and establish future teacher clubs at high schools with the mentors serving as club sponsors.*

-LEA (PL3; City; Large)

*We will encourage all students to join FTA and cadet teach. We will ask both male and female teachers to allow job shadowing and to sponsor cadet teachers. We will spotlight teachers of both sexes, different ages and stages of their careers and all races as leaders and role models.*

-LEA (PL3; Rural; Small)

### **Key Points on LEA Strategies for Increasing Teacher Candidate Diversity**

- More than one-third of LEAs indicate their plans include strategies and/or activities for increasing teacher candidate diversity. Among these LEAs, the majority are targeting both male candidates and candidates of color.
- LEAs plan to use a variety of strategies and/or activities to increase teacher candidate diversity. Some are specific to creating a diverse pool of candidates; others are more general.

## Summary

More than half of LEA teacher recruitment (Grow Your Own) grantees are engaging in partnerships with IHEs for teacher recruitment.

They plan to use a variety of strategies for teacher recruitment and selection, including hosting or participating in informational events at LEA schools or EPP/CC campuses and using multiple communication materials to promote the teaching profession.

LEAs also intend to utilize multiple strategies for teacher preparation and support, including inviting students to participate in teaching clubs or academies, providing students with scholarships for tuition or room and board, and encouraging non-teaching staff to become certified, or teachers to earn higher degrees or certifications in high-need areas.

LEAs plan to use mixed-methods approaches to evaluate their teacher recruitment (Grow Your Own) grant strategies and/or activities. They also intend to share the grant progress and/or outcome data with DESE and their school boards on an on-going basis.

More than one-third of LEAs indicate their plans include strategies and/or activities for increasing teacher candidate diversity. Among these LEAs, the majority are targeting both male candidates and candidates of color.

LEAs plan to use a variety of strategies and/or activities to increase teacher candidate diversity. Some are specific to creating a diverse pool of candidates; others are more general.

## CHAPTER FOUR: LEA TEACHER RETENTION GRANTS

This chapter reviews and summarizes the strategies and evaluation designs from the LEA teacher retention grantees.

### Characteristics of Teacher Retention Grantees

Table 13 shows the characteristics of the teacher retention grantees, for whom application information is available. **The majority of the LEA teacher retention grantees are at Priority Level III, in towns and rural areas, and are small or medium.**

Table 13. Characteristics of Teacher Retention Grantees

Teacher Retention Grantees	Number of LEAs	Percent
By LEA Priority Level		
Priority Level I	33	7%
Priority Level II	72	14%
Priority Level III	398	79%
By LEA Locale		
City	44	9%
Suburb	49	10%
Town	87	17%
Rural	323	64%
By LEA Size		
Small (1–1,000 students)	334	66%
Medium (1,001–15,000 students)	157	31%
Large (15,001 or more students)	12	2%

### Lead Contacts for LEA Teacher Retention Grants

Similar to the teacher recruitment grants, Table 14 shows that **most of the lead contacts for the LEA teacher retention grants are key LEA leaders.** It includes superintendents (54%) and assistant/associate/deputy/interim superintendents (16%). Approximately one-seventh of lead contacts are directors, chiefs, or managers for human resources/talent (4%), and other branches such as curriculum and directors of federal programs (10%). Approximately one-tenth of lead contacts are principals or assistant principals (8%), or other educators such as coaches, coordinators, and counselors (9%).

Table 14. Lead Contacts for LEA Teacher Retention Grants

Title of the Lead Contacts	Number	Percent
Superintendents	270	54%
Assistant/Associate/Deputy/Interim Superintendents	79	16%
Director/Chief/Managers (HR/Talent)	22	4%
Other Directors (e.g., curriculum, federal programs)	49	10%
Principal/Assistant Principals	40	8%
Other Educators (e.g., coaches, coordinators, counselors)	43	9%

### District Teacher Positions Becoming Vacant Each Year

Table 15 shows the percentage of teacher positions becoming vacant each year. More than eighty percent of LEAs (82%) report that up to 20% of their teacher positions are vacant every year. It is estimated that on average, approximately 13% of total district teacher positions will become vacant each year.

When the data are disaggregated, the table shows that the average percentage of teacher position vacancy decreases from 20% for LEAs at Priority Level I, to 16% for LEAs at Priority Level II, to 12% for LEAs at Priority Level III. In addition, LEAs in cities have a higher vacancy rate than LEAs in other areas.

Table 15. District Teacher Positions Becoming Vacant Each Year

Percentage	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
0% - 10%	187	37%	6%	26%	42%	16%	51%	43%	37%	58%	39%	35%
11% - 20%	228	45%	45%	49%	45%	45%	45%	44%	46%	33%	46%	45%
21% - 30%	70	14%	39%	19%	11%	27%	4%	14%	14%	8%	13%	15%
31% - 40%	11	2%	6%	3%	2%	7%	0%	0%	2%	0%	1%	3%
41% - 50%	3	1%	3%	3%	0%	2%	0%	0%	1%	0%	0%	1%
Greater than 50%	1	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%
No Response	3	1%	0%	0%	1%	0%	0%	0%	1%	0%	1%	1%
<b>Average</b>	<b>NA</b>	<b>13%</b>	<b>20%</b>	<b>16%</b>	<b>12%</b>	<b>20%</b>	<b>10%</b>	<b>12%</b>	<b>13%</b>	<b>10%</b>	<b>12%</b>	<b>14%</b>

Note. The survey prompt was "On average, what percentage of total district teacher positions become vacant each year?" The averages were calculated based on the valid responses, using the following scheme: "0%–10%" = 5%; "11%–20%" = 15%; "21%–30%" = 25%; "31%–40%" = 35%; "41%–50%" = 45%; and "Greater than 50%" = 75%.

LEAs indicate that **teacher vacancies at the end of the 2020–21 school year were somewhat higher than usual** (see Table 16).

Table 16. Comparisons of Teacher Vacancies in 2020–21 to Average

Percentage	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Much lower	4	1%	6%	0%	1%	5%	0%	0%	1%	0%	0%	1%
Somewhat lower	34	7%	9%	1%	8%	9%	10%	1%	7%	17%	4%	7%
Average	169	34%	24%	44%	32%	27%	37%	32%	34%	33%	32%	34%
Somewhat higher	208	41%	45%	39%	41%	45%	43%	49%	38%	42%	48%	38%
Much higher	84	17%	15%	15%	17%	14%	10%	16%	18%	8%	13%	19%
No Response	4	1%	0%	0%	1%	0%	0%	1%	1%	0%	2%	0%
<b>Average</b>	<b>NA</b>	<b>3.67</b>	<b>3.55</b>	<b>3.68</b>	<b>3.68</b>	<b>3.55</b>	<b>3.53</b>	<b>3.81</b>	<b>3.67</b>	<b>3.42</b>	<b>3.71</b>	<b>3.66</b>

Note. The survey prompt was “Compared to average, teacher vacancies at the end of the 2020–21 school year were:” The averages were calculated based on the valid responses, using the following scheme: “Much lower” = 1; “Somewhat lower” = 2; “Average” = 3; “Somewhat higher” = 4; “Much higher” = 5.

## Level of Difficulty in Filling Teacher Positions

As Table 17 shows, **three-fourths of LEAs report it is somewhat difficult or very difficult to fill vacant teacher positions**, while only five percent of LEAs report it is somewhat easy or very easy.

LEAs at Priority Level I find filling these vacant teacher positions more challenging than do LEAs at Priority Level II, which in turn report a higher level of difficulty than do LEAs at Priority Level III. Compared with LEAs in other areas, LEAs in suburbs report the lowest level of difficulty: Only one-third (32%) find it somewhat difficult or very difficult. By LEA size, it is most challenging for small LEAs than for medium LEAs, which in turn report a higher level of difficulty than large LEAs.

Table 17. Level of Difficulty in Filling Teacher Positions

Percentage	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Very easy	3	1%	0%	0%	1%	0%	6%	0%	0%	8%	1%	0%
Somewhat easy	21	4%	0%	1%	5%	7%	20%	1%	2%	33%	6%	2%
Moderate	98	19%	9%	14%	21%	14%	41%	23%	16%	25%	31%	14%
Somewhat difficult	228	45%	58%	53%	43%	61%	20%	53%	45%	0%	44%	48%
Very difficult	152	30%	33%	32%	30%	18%	12%	23%	37%	33%	17%	36%

Percentage	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
No Response	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
<b>Average</b>	<b>NA</b>	<b>4.01</b>	<b>4.24</b>	<b>4.15</b>	<b>3.96</b>	<b>3.91</b>	<b>3.12</b>	<b>3.98</b>	<b>4.16</b>	<b>3.17</b>	<b>3.71</b>	<b>4.18</b>

Note. The survey prompt was "In general, how difficult is it to fill these positions?" The averages were calculated based on the valid responses, using the following scheme: "Very easy" = 1; "Somewhat easy" = 2; "Moderate" = 3; "Somewhat difficult" = 4; "Very difficult" = 5.

## Teacher Demographics Compared With Student Demographics

**Across LEA priority levels, locations, and sizes, the percentage of male teachers is lower than that of male students.**

*We have a male teaching population of 25%, while we have over 50% of our student population that identifies as male.*

-LEA (PL1; City; Large)

*Currently, we have 53% of our students district wide who are male. This is a much higher number than the 20% of male teaching staff.*

-LEA (PL2; Rural; Small)

*The demographic information of our staff is very female heavy with only 20% of our staff being male. Currently, our student population is nearly 50/50 with males to females.*

-LEA (PL3; Town; Small)

The lack of male teachers is described as especially acute at the elementary level.

*The district gap in male teachers can mainly be attributed to the elementary, where male teachers are harder to find.*

-LEA (PL3; Rural; Small)

*The LEA does have a larger percentage of female teachers due to the availability of elementary teachers in the area being largely female.*

-LEA (PL3; Rural; Small)

*Compared to the percentages of male and female staff, the student percentages do not align. This is not unexpected due to a large majority of elementary teachers being female.*

-LEA (PL3; Town; Medium)

**Some LEAs indicate that the percentage of teachers of color is lower than the percentage of students of color.**

*There is a disproportionate number of teachers who identify as black in comparison to the number of black students. The student population that identifies as black is 78.2%, while only 36.7% of the teaching population identify as black. This is an immense challenge and a serious disservice to our black students.*

-LEA (PL1; City; Large)

*Our teaching population does not mirror our student population. 45% of our student population is non-white while 92% of our teachers are white.*

-LEA (PL3; City; Large)

**Key Points on Teacher Vacancies and Teacher/Student Demographics**

- LEAs report teacher vacancies at the end of the 2020–21 school year were somewhat higher than usual. Three-fourths of LEAs report it is somewhat difficult or very difficult to fill the vacant teacher positions.
- Across LEA priority levels, locations, and sizes, the percentage of male teachers is lower than that of male students. Some LEAs indicate that the percentage of teachers of color is lower than the percentage of students of color.

### LEA Teacher Retention Strategies

The guidance from DESE (2021e) provides LEAs with 11 research-based strategies for retaining teachers. Table 18 shows the strategies that LEAs report they plan to use to strengthen teacher retention.

Table 18. Distribution of LEA Teacher Retention Strategies

Retention Strategy	Number of LEAs	Percent
Provide or increase stipends (for other duties not contractually specified and/or higher compensation)	209	42%
Provide professional learning opportunities to teachers based on needs identified by staff (trainings and/or earning higher degrees/other certificates)	204	41%
Utilize culture and climate surveys to determine and address working condition issues	198	39%

Retention Strategy	Number of LEAs	Percent
Provide services that address the social-emotional needs of teachers	172	34%
Strengthen the mentor program for early career teachers	133	26%
Hire additional substitute teachers, aides, or para-professionals to ensure dedicated teacher planning time or to increase fill rates for time-off requests	93	18%
Provide or increase stipends for mentors of new teachers	78	16%
Hire additional substitute teachers, aides, or para-professionals to provide further support to teachers	70	14%
Increase teacher voice and teacher leadership opportunities	56	11%
Provide training to teachers on strategies for addressing the social-emotional needs of their students	30	6%
Create scholarships for teachers completing National Board Certification or stipends for teachers who have already earned their National Board Certification	17	3%

Note. The survey prompt was "Describe the strategies you intend to implement to improve teacher retention in your district/school."

A top strategy (209 LEAs, or 42%) focuses on providing or increasing stipends for staff members (e.g., for taking on duties that are not contractually specified).

*We plan to utilize these funds to improve substitute teacher pay and provide stipends for work done outside of contract time.*

-LEA (PL3, Rural, Small)

*We plan to utilize the funds we get as part of the teacher retention grant to pay each of our team members who are paid off of the teacher salary schedule a stipend of approximately \$400. This includes all teachers, library media specialists, counselors and speech language pathologists. Again, any of our team members who are paid off of the teacher salary schedule would receive this one-time stipend.*

-LEA (PL3, Town, Medium)

Another strategy (204 LEAs, or 41%) provides staff members with professional development opportunities (e.g., training, earning higher degrees or additional certifications).

*We plan to encourage and provide financial support for our teachers to take graduate classes to increase knowledge and advance their careers. We also plan to provide funding for trainings that otherwise would not be covered by our professional development programs.*

-LEA (PL2, Rural, Small)

*We will provide embedded professional development at the district and building levels that uses data to drive what specific professional development is needed for teachers and staff... We will provide tuition reimbursement to current non-certified staff who enroll in a teacher education program that leads to teacher certification.*

-LEA (PL1, Suburb, Medium)

Two-fifths of LEAs (39%) indicate they plan to utilize culture and climate surveys to determine and address working condition issues.

*We will partner with a third-party to perform comprehensive staff surveys twice per year to identify opportunities to improve climate, culture, teacher learning/development, and job satisfaction. Survey results will be used to provide one-on-one professional coaching to administrators and their leadership team.*

-LEA (PL1, City, Medium)

*The strategies that the district intends to implement in order to improve the culture and climate include, but not be limited to; celebrations for teacher occasions, providing school shirts celebrating the education profession, and celebrating teacher accomplishments, and conducting climate surveys.*

-LEA (PL3, Town, Medium)

One-third of LEAs indicate they intend to provide services to address the social-emotional needs of teachers (172 LEAs, or 34%), necessitated by the COVID-19 pandemic, and strengthen the mentor program for early career teachers (133 LEAs, or 26%).

*We will provide stress-reduction-related professional development to help staff offset the stresses associated with working throughout the COVID-19 pandemic.*

-LEA (PL3, Rural, Small)

*The district has identified eleven key strategies to improve retention in our schools. We will re-structure the mentor program. Newly hired teachers will have a mentor teacher for the first two years with the school district. Mentor teachers will attend quarterly sessions to develop and enhance the mentor program while receiving professional development on specific areas. Academic Instructional Coaches along with building leaderships and current teachers would recommend mentors. Monthly logs will be kept by the mentor to track activities completed. Monthly goals will be set and presented during quarterly sessions. Mentors will share best practices with each other and have a resource blog/website.*

-LEA (PL1, City, Large)

Some LEAs cite specific research-based strategies they feel will help them to keep high-quality teachers.

*We will establish a budget to help building administrators celebrate the positive happenings with their staff throughout the year. The focus is on acknowledging staff members' individual and collective hard work in efforts to retain our high-quality teachers.*

-LEA (PL3, Suburb, Medium)

*I believe if we expand our mentoring program as well as send our mentors to mentoring training along with offering high-quality, teacher-led professional learning opportunities, we can not only provide experienced teachers with challenging and engaging opportunities to deepen their skills but also give beginning teachers an opportunity to grow with a resource in the district. This combination of support and compensation will hopefully retain good teachers in our district.*

-LEA (PL3, Rural, Small)

*We would like to improve the rate of teachers with advanced degrees and at the same time encourage teachers to remain at the LEA by funding their master's degree program...The ultimate goal of the program would be to focus on district goals, our student needs, in addition to the retention of quality teachers.*

-LEA (PL3, Rural, Medium)

### Number of Teacher Retention Strategies That LEAs Use

**Ninety percent of LEAs are using one to four of the 11 research-based strategies that DESE provides for teacher retention. On average, an LEA uses 2.5 strategies.**

Table 19 compares the number of retention strategies that LEAs plan to use by priority level, locale, and size. It shows that LEAs at Priority Levels I use more strategies than those at Priority Levels II and III. In addition, LEAs in cities and suburbs tend to use more strategies than those in towns and rural areas. Large and medium LEAs utilize more strategies than small LEAs.

Table 19. Number of Teacher Retention Strategies That LEAs Use

Teacher Retention Grantees	Average # of Strategies	Statistically Significant Differences
By LEA Priority Level		
Priority Level I (PL1)	4.36	PL1 > PL2 PL1 > PL3
Priority Level II (PL2)	2.50	
Priority Level III (PL3)	2.36	

Teacher Retention Grantees	Average # of Strategies	Statistically Significant Differences
By LEA Locale		
City	3.43	City > Town City > Rural Suburb > Rural
Suburb	3.10	
Town	2.56	
Rural	2.28	
By LEA Size		
Small (1–1,000 students)	2.39	Large > Small Medium > Small
Medium (1,001–15,000 students)	2.74	
Large (15,001 or more students)	2.75	

Table 20 shows the use of teacher retention strategies disaggregated by LEA priority level, locale, and size.

Table 20. Retention Strategies by LEA Priority Level, Locale, and Size

Retention Strategy	Priority Level			Locale				Size		
	I	II	III	C	S	T	R	L	M	S
Strengthen the mentor program for early career teachers	48%	31%	24%	36%	39%	29%	23%	42%	33%	23%
Provide or increase stipends for mentors of new teachers	36%	21%	13%	30%	20%	15%	13%	8%	15%	16%
Provide or increase stipends for other duties not contractually specified	64%	35%	41%	45%	47%	36%	42%	50%	41%	42%
Hire additional substitute teachers, aides, or para-professionals to provide further support to teachers	18%	14%	14%	23%	29%	13%	11%	33%	15%	13%
Hire additional substitute teachers, aides, or para-professionals to ensure dedicated teacher planning time or to increase fill rates for time-off requests	24%	17%	18%	18%	20%	20%	18%	17%	20%	18%
Create scholarships for teachers completing National Board Certification or stipends for teachers who have already earned their National Board Certification	12%	6%	2%	2%	14%	2%	2%	0%	5%	3%
Utilize culture and climate surveys to determine and address working condition issues	61%	33%	39%	50%	24%	46%	38%	8%	40%	40%
Provide training to teachers on strategies for addressing the social-emotional needs of their students	12%	7%	5%	9%	12%	6%	5%	8%	7%	5%

Retention Strategy	Priority Level			Locale				Size		
	I	II	III	C	S	T	R	L	M	S
Provide services that address the social-emotional needs of teachers	61%	31%	33%	41%	45%	38%	31%	42%	36%	33%
Provide professional learning opportunities to teachers based on needs identified by staff	58%	44%	38%	57%	39%	40%	39%	50%	46%	37%
Increase teacher voice and teacher leadership opportunities	42%	13%	8%	32%	20%	9%	7%	17%	14%	10%

### *A Single Retention Strategy That LEAs Use*

**Some LEAs plan to use only one strategy to improve teacher retention. That strategy is most often either providing teachers with additional financial incentives or providing professional learning opportunities** (see Table 21).

Table 21. Distribution of Single Retention Strategies That LEAs Use

Retention Strategy	Number of LEAs	Percent
Provide or increase stipends for other duties not contractually specified	43	27%
Provide professional learning opportunities to teachers based on needs identified by staff	30	19%
Hire additional substitute teachers, aides, or para-professionals to provide further support to teachers	21	13%
Hire additional substitute teachers, aides, or para-professionals to ensure dedicated teacher planning time or to increase fill rates for time-off requests	21	13%
Utilize culture and climate surveys to determine and address working condition issues	17	11%
Provide services that address the social-emotional needs of teachers	17	11%
Strengthen the mentor program for early career teachers	7	4%
Create scholarships for teachers completing National Board Certification or stipends for teachers who have already earned their National Board Certification	1	1%
Increase teacher voice and teacher leadership opportunities	1	1%

### Key Points on LEA Teacher Retention Strategies

- Ninety percent of LEAs are using one to four of the 11 research-based strategies that DESE provides for teacher retention. On average, an LEA uses 2.5 strategies.
- Some commonly used strategies include providing or increasing stipends for staff members, providing staff members with professional development opportunities, and utilizing culture and climate surveys to determine and address working condition issues.

## Evaluation of the Retention Grant Strategies/Activities

### Data Collection

As Table 22 shows, **LEAs plan to use mixed-methods approaches to evaluate their teacher retention grant strategies and/or activities.** The quantitative data sources include the number of vacancies, the retention/attrition rates, and the level of difficulty in filling vacancies. The qualitative data sources include climate/satisfaction surveys, exit survey and interviews, and other surveys on the perceived impact of the strategies and activities. Most of the LEAs indicate they are using a pre/post design by comparing outcome data over time to measure the effectiveness of the grant strategies/activities.

Table 22. Evaluation of Retention Grant Strategies/Activities

Data and Method	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Quantitative Data												
Number of Vacancies	307	61%	61%	63%	61%	55%	49%	59%	64%	50%	57%	63%
Retention/Attrition Rate	185	37%	67%	32%	35%	59%	63%	38%	29%	75%	44%	32%
Difficulty in Filling Vacancies	123	24%	24%	32%	23%	20%	22%	23%	26%	8%	25%	25%
Number of Applicants	76	15%	3%	18%	16%	7%	6%	21%	16%	0%	14%	16%
Number of Positions Filled	43	9%	18%	6%	8%	11%	22%	9%	6%	8%	15%	6%
Qualitative Data												
Climate/Satisfaction Survey	223	44%	58%	39%	44%	48%	43%	49%	43%	42%	50%	42%
Exit Survey/Interview	98	19%	27%	19%	19%	23%	22%	25%	17%	17%	24%	17%
Other Survey	219	44%	33%	56%	42%	41%	49%	48%	42%	50%	45%	43%
Changes in Staff Credentials	18	4%	9%	4%	3%	9%	4%	1%	3%	25%	4%	3%

Data and Method	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Evaluation Method												
Pre-Post Comparisons	384	76%	73%	81%	76%	73%	82%	84%	74%	75%	78%	76%

Note. The survey prompt was “Describe your plan for evaluating the effectiveness of your teacher retention grant strategies and/or activities.”

Compared with their peers, higher percentages of LEAs at Priority Level I, LEAs in cities and suburbs, and large LEAs indicate they plan to use retention/attrition rates to evaluate their grant strategies/ activities.

### Reporting Events

As Table 23 shows, **the majority of LEAs report that they will share their teacher retention grant progress and/or outcome data with DESE and their school boards on an on-going basis.** They plan to utilize multiple platforms such as websites and social media. They also intend to make the information available in a variety of forms such as reports and newsletters.

Table 23. Public Sharing of Retention Grant Progress/Outcome Data

Percentage	All LEAs		By Priority Level			By Locale				By Size		
	n	%	I	II	III	C	S	T	R	L	M	S
Sharing with DESE	322	64%	76%	75%	61%	73%	71%	60%	63%	67%	64%	64%
Sharing with School Board	335	67%	79%	57%	67%	73%	80%	78%	61%	92%	75%	62%
Sharing with Staff	169	34%	42%	31%	33%	27%	55%	37%	30%	50%	41%	29%
Sharing with Other Stakeholders (e.g., parents)	165	33%	64%	38%	29%	61%	24%	26%	32%	17%	34%	33%
Sharing via websites, social media, etc.	213	42%	52%	49%	40%	45%	37%	43%	43%	42%	39%	44%
Sharing via reports, newsletters, etc.	118	23%	24%	21%	24%	18%	22%	28%	23%	25%	26%	22%

Note. The survey prompt was “Describe how you will publicly share teacher retention grant progress and/or outcome data with key stakeholders and DESE on an on-going basis.”

Higher percentages of LEAs at the Priority Level I (79%) and large LEAs (92%) report they will share the grant progress/outcome data with their school boards.

### Summary

LEAs indicate that teacher vacancies at the end of the 2020–21 school year were somewhat higher than usual. Three-fourths of LEAs report it is somewhat difficult or very difficult to fill the vacant teacher positions.

Across LEA priority levels, locations, and sizes, the percentage of male teachers is lower than that of male students. Some LEAs indicate that the percentage of teachers of color is lower than the percentage of students of color.

Ninety percent of LEAs are using one to four of the 11 research-based strategies that DESE provides for teacher retention. On average, an LEA uses 2.5 strategies.

Some commonly used strategies include providing or increasing stipends for staff members, providing staff members with professional development opportunities, and utilizing culture and climate surveys to determine and address working condition issues.

LEAs plan to use mixed-methods approaches to evaluate their teacher retention grant strategies and/or activities. They also intend to share their grant progress and/or outcome data with DESE and their school boards on an on-going basis.

## CHAPTER FIVE: EPP/CC TEACHER RECRUITMENT GRANTS

This chapter reviews and summarizes the strategies and evaluation designs from the EPP/CC teacher recruitment grantees. Grant applications are available for 55 institutions of higher education (IHEs), including 42 Educator Preparation Programs (EPPs), and 13 Community Colleges (CCs).

### Lead Contacts for the EPP/CC Teacher Recruitment Grants

Table 24 shows that **more than half of lead contacts for the EPP/CC teacher recruitment grants are school or department leaders**. It includes deans and interim/associate deans (18%) and department/division chairs/heads (35%). One-fifth of lead contacts are program directors (20%), and one-tenth are professors (11%) and coordinators (11%).

Table 24. Lead Contacts for EPP/CC Teacher Recruitment Grants

Title of the Lead Contacts	Number	Percent
Deans and Interim/Associate Deans	10	18%
Department/Division Chairs/Heads	19	35%
Directors (e.g., teacher education)	11	20%
Professors	6	11%
Coordinators (e.g., teacher education)	6	11%
Other (e.g., Teacher Education Instructor)	3	5%

### EPP/CC Recruitment Efforts That the Grants Support

Table 25 shows the types of efforts that the EPP/CC teacher recruitment grants support. **The majority of EPPs and CCs plan to use the grants to support both new and existing recruitment efforts.**

Table 25. EPP/CC Recruitment Efforts That the Grants Support

Teacher Education Grant funding will support...	Educator Preparation Programs		Community Colleges	
	n	%	n	%
New recruitment efforts	10	24%	5	38%
Existing recruitment efforts	2	5%	0	0%
Both	30	71%	8	62%

As some grantees explain, they are building on and expanding their existing recruitment efforts for a greater extent of reach and impact.

*Funding from the grant will be used to create new recruitment options including lunch & learn sessions, program specific literature and LEA counselor informational sessions. In addition, funds would be used to support existing recruitment efforts including attendance at college fairs, direct mail efforts and others.*

-Educator Preparation Program

*With the change from the current Associate of Arts in Teaching to the new Associate of Arts in Teacher Education, the program is going through a recruitment effort to educate area high school counselors and potential future educators on the advantages the new program will have to further their careers. This program will build on previous recruitment efforts with enrollment incentives through scholarships and updated information aligned with the program change.*

-Community College

## Recruitment Targets

As Table 26 shows, **all but two EPPs and all CCs indicate that their recruitment targets include students in surrounding partner LEAs**, especially high school males and students of color, or students with demonstrated interests in a teaching career (e.g., FTA member), or students in high-need areas (STEM, science). The other two EPPs focus on recruiting paraprofessionals and substitutes, and students from community colleges.

*We are going to identify current paraprofessionals and substitutes in the districts who are eligible and interested in completing certification requirements.*

-Educator Preparation Program

*We have strong relationships with personnel in our local community colleges. We will ask them for assistance in identifying students of color, first-generation students, students from lower-income backgrounds, and students interested in majoring in long-standing high-need areas (e.g., math, science, special education, ELL).*

-Educator Preparation Program

Table 26. EPP/CC Teacher Recruitment Targets

	Educator Preparation Programs		Community Colleges	
	n	%	n	%
LEA Students	40	95%	13	100%
LEA Non-Teaching Staff (e.g., paraprofessionals, subs)	11	26%	0	0%
Community College Students	10	24%	0	0%
Students in IHE's Other Programs	5	12%	0	0%

Some EPPs are also trying to recruit non-teaching staff at LEAs, students at community colleges, and students in other IHE programs.

*We will work with partner LEAs to develop professional tracks for paras and assistant teachers to become certified...Currently, the majority of undergraduate recruitment activities and strategies are targeted at incoming freshmen. The DESE grant funds will support expanding many of these activities to focus on community college partnerships and students as well as enhance the existing activities for high school students.*

-Educator Preparation Program

*Institutional Recruitment Goal: We will meet with undecided freshmen and sophomore students to help them consider education as a major.*

-Educator Preparation Program

As indicated in Chapter 1, EPPs and CCs engage in teacher recruitment activities in four areas, which jointly contribute to increasing the number of teacher candidates. These four areas are: (a) partnerships, (b) recruitment and selection, (c) preparation and support, and (d) evaluation (DESE, 2021d).

### Area 1: Partnerships

Table 27 shows the types of organizations (i.e., LEAs, IHEs, and other organizations) that EPPs/CCs partner with. **The majority of EPPs and CCs are partnering with multiple LEAs.**

Table 27. Organizations That EPPs/CCs Partner With

	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Single LEA	2	5%	1	8%
Multiple LEAs	24	57%	11	85%
LEA(s) / CC(s) / Other	11	26%	0	0%
No Response	5	12%	1	8%

Note. The survey prompt was "Describe planned partnership and collaboration strategies and/or activities."

In addition, one-fourth of EPPs (26%) indicate they will partner with LEAs, community colleges, or other organizations (e.g., Latinx Education Collaborative, Teach Missouri).

*We are engaged in conversations to partner with Latinx Education Collaborative...a non-profit in the Kansas City Metro area...We will continue to maintain high school Grow Your Own partnerships with our existing partners and we are currently working with two additional Missouri LEAs with possible expansion opportunities.*

-Educator Preparation Program

Two major factors appear to contribute to the selection of partners. One is an established relationship and the other is the proximity of the LEA to the EPP/CC (e.g., in service area).

*We will partner with the LEA to recruit prospective and current preservice teachers. We have a long-standing collaborative relationship in the area where both reside.*

-Educator Preparation Program

*We plan to develop partnerships with a number of local school districts to begin and eventually work up to partnering with all K-12 districts in our service region.*

-Community College

## Area 2: Recruitment and Selection

As Table 28 shows, **EPPs and CCs plan to use a variety of strategies for teacher recruitment and selection. These strategies align with DESE’s guidance.**

Table 28. EPP/CC Teacher Recruitment: Recruitment and Selection Strategies

	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Informational Events at LEA Schools	20	48%	5	38%
Informational Events at EPP/CC Campuses	15	36%	4	31%
Communication Materials (e.g., videos, social media, websites, press releases)	20	48%	5	38%
Communication Materials (e.g., brochures, T-shirts, flyers, posters)	18	43%	6	46%
Public Service Announcements	0	0%	0	0%
School Exploration Classes (e.g., campus visits)	19	45%	5	38%
Announcement Events (e.g., celebrations, recognitions)	5	12%	0	0%

Note. The survey prompt was “Describe planned recruitment and selection strategies.”

Many EPPs and CCs plan to host informational events at LEA schools or EPP/CC campuses to build the interest of students in the teaching profession.

*We will hold an on-campus visit day for high school students who express interest in pursuing a career in education. This visit day will include a tour of the campus and of the education department, Q&A panels with current education students, a situational classroom simulation, introductions to faculty and staff, snacks, and giveaways.*

-Educator Preparation Program

*In partnership with the school districts identified and potential other partners, we plan to have a teacher career day on campus to provide students from across the region with an opportunity to hear from other teachers and to learn about how to become a teacher. We also plan to send individuals out to local schools to speak with students as early as middle school about becoming a teacher.*

-Community College

EPPs and CCs indicate they will use multiple communication platforms and materials to promote the teaching profession, such as brochures, flyers, and social media.

*We will publicize our teacher education programs through printing brochures and flyers, including pictures of our campus and our diverse student population. We will also create flyers to advertise on social media.*

-Educator Preparation Program

*We will work with our marketing department to create a program logo, posters and tri-fold brochures to be provided to schools. Marketing will target social media groups with day in the life of a teacher posts.*

-Community College

Many EPPs (45%) and CCs (38%) also intend to provide secondary school students with school exploration classes (e.g., guest speakers, campus visits, and other field trips) to inspire them to consider entering the teaching profession.

*We will hold a Future Teacher Academy, co-sponsored with the Central RPDC. This is an on-campus event designed to inspire future teachers: Students who attend experience time on a college campus including lunch in a dining hall, faculty panel, student panel, and inspirational guest speakers.*

-Educator Preparation Program

*We will hold a teacher education day for students pursuing a teaching degree. The events would allow students to participate in teacher driven activities, showcase opportunities the campus can offer students seeking education degrees, and would include roundtable discussions with former teacher education graduates.*

-Community College

### Key Points on EPP/CC Teacher Recruitment Grant Strategies: Areas 1 and 2

- The majority of EPPs and CCs are partnering with multiple LEAs.
- EPPs and CCs plan to utilize a variety of strategies for teacher recruitment and selection: hosting informational events at LEA schools or EPP/CC campuses, using multiple communication platforms and materials, and providing secondary school students with school exploration classes.
- These strategies align with DESE’s guidance.

### Area 3: Preparation and Support

As Table 29 shows, **EPPs and CCs intend to use multiple strategies for teacher preparation and support. These strategies aligned with DESE’s guidance.** One strategy that many EPPs and CCs plan to utilize is to connect with students in teaching clubs or academies (e.g., Teacher Academy, Future Teachers of America, Educators Rising, Teacher Cadets). These clubs and academies provide students with rich learning opportunities and first-hand experiences, and build stronger interest in the teaching profession.

*We will connect with high school students participating in organizations such as Teacher Academy, Future Teachers of America, Educators Rising, and/or Teacher Cadet Opportunity through our student ambassador program.*

-Educator Preparation Program

*This program will support learning opportunities for secondary students in the Teaching Academies. Our staff will collaborate with the Teaching Academy sponsors to provide new opportunities for students. These opportunities include a visit to the Academy by our instructors and a field-trip to our campus to learn more about careers in education.*

-Community College

Table 29. EPP/CC Teacher Recruitment: Preparation and Support Strategies

	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Teaching Clubs or Academies	17	40%	5	38%
Learning Opportunities (e.g., guest speakers, campus visits)	14	33%	2	15%
Learning Opportunities (e.g., professional development, mentoring)	22	52%	3	23%

	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Learning Opportunities (e.g., dual credits, dual enrollment)	10	24%	9	69%
Other Learning Opportunities (e.g., student teaching, tests for certification, attending conferences)	17	40%	2	15%
Fiscal Support (Scholarships for Involvement in Recruitment Activities)	1	2%	1	8%
Fiscal Support (University Employment Opportunities)	2	5%	0	0%
Fiscal Support (Scholarships for tuition, room, board)	21	50%	9	69%
Other Fiscal Support (e.g., fee waivers, free tests)	17	40%	3	23%

Note. The survey prompt was “Describe planned learning opportunities to increase awareness of the knowledge and skills of teaching.”

In addition to providing guest speakers, campus visits, and other field trips for secondary students participating in GYO teacher clubs or activities, half of EPPs (52%) also plan to provide professional development and mentoring services to their recruitment targets and the majority of CCs (69%) indicate they will establish dual credit and dual enrollment learning opportunities.

*We have built strong partnerships with local school districts to recruit students to the Grow Your Own Program. We aim to create a sense of comfort and familiarity for the GYO students with the School of Education. The GYO program includes four face-to-face visits between us and our partner schools.*

-Educator Preparation Program

*Our education faculty plan to host several professional development sessions throughout each semester of the academic year (a total of five sessions). We will invite teacher candidates, teachers, and potential teacher candidates to these sessions.*

-Educator Preparation Program

*We will provide educational classes as dual credit and dual enrollment classes to schools who have qualified instructors to give students an early introduction into the teaching profession.*

-Community College

Some EPPs and CCs also intend to offer additional learning opportunities such as coursework, certification support, and attending conferences.

*We will offer online and evening course offerings that are convenient for the non-traditional (non-typical college age) students.*

-Educator Preparation Program

*The A. A. in Teacher Education will offer students a 60 credit hour degree and require or recommend 12 hours of specific, designated coursework that transfer in nearly every common certification pathway available.*

-Community College

*We will contribute grant funds to our professional development fund, which students utilize for registration and travel to educational conferences.*

-Educator Preparation Program

Half of EPPs (50%) and approximately seven out of ten CCs (69%) indicate that they will provide scholarships for tuition or room and board for students taking teacher education courses or participating in an educator preparation program.

*The grant funds will be expressly used to provide up to five candidates a scholarship of \$3,000, which generally covers the primary tuition expenses for the first session of the adult degree completer or post-baccalaureate initial teacher certification pathways.*

-Educator Preparation Program

*We will set up scholarship opportunities for our local K-12 graduates who plan to pursue teacher education.*

-Community College

Some other forms of commonly provided fiscal support from EPPs and CCs include application fee waivers and free certification tests.

*Students who fill out an application for admission while we are there or contact us later will receive waivers for the cost associated with the application/admission process.*

-Educator Preparation Program

*To support current teacher education students completing the AAT degree, we will offer a free MoGEA exam to one student per semester. Students will complete an essay discussing their long/short term education goals and how this opportunity (free MoGEA exam) would help them on their journey to becoming a certified teacher. Students will be given a deadline to submit and a panel of three retired teachers will review the essays to choose one student per semester to award a free MoGEA exam.*

-Community College

### Key Points on EPP/CC Teacher Recruitment Grant Strategies: Area 3

- EPPs and CCs plan to utilize a variety of strategies for teacher preparation and support: connecting with students in teaching clubs or academies, providing professional development and mentoring services, establishing dual credit and dual enrollment opportunities, and providing scholarships for tuition or room and board.
- These strategies align with DESE's guidance.

## Area 4: Evaluation

### Data Collection

As Table 30 shows, **the majority of EPPs and CCs plan to use mixed-methods approaches to evaluate their teacher recruitment grants.**

The quantitative data sources include the number of enrollees (overall and disaggregated for diverse subgroups), number of recruitment event participants, and the number of graduates, to name a few.

The qualitative data sources include surveys of teacher education students, recruitment event participants, and other stakeholders (e.g., LEA personnel, graduates), and interviews/focus groups. The questions explore how they hear about the teacher program, why they choose the program, their experience and satisfaction, and whether and how various program activities and learning opportunities (e.g., dual credits, campus visits, introductory courses, scholarships, mentoring) influence their career decision of becoming a teacher.

*The project will use a mix of research methods and employ a combination of quantitative and qualitative data analysis appropriate for addressing the objectives...Data used for quantitative assessment will include the percentage of program participants who meet the project's objectives...Qualitative assessment will include advisor reports and participant participation reports. Participants' feedback regarding the quality of project services will also be collected by evaluations and questionnaires following each activity.*

-Educator Preparation Program

*We will review enrollment data. We also will survey new students to find out how they learned about our teacher education program and draw from that data for refinements of our recruitment strategies.*

-Community College

*We will calculate the number of students in each dual credit course in addition to creating a survey for them to indicate whether and how enrollment in the dual credit course influenced their career decision regarding possibly becoming a teacher.*

-Community College

A few EPPs and CCs indicate they will use only quantitative data or only qualitative data in their evaluation.

*The data we will collect to identify the impact of our initiative includes: Number of recruitment visits and contacts with prospective students; Number of contacts who apply in teacher education; Number of contacts who enroll in teacher education; Retention rate of underrepresented students in teacher education; Number of students entering teacher education who are from underrepresented groups; and Number of GYO students in teacher education.*

-Educator Preparation Program

*We will develop electronic surveys to collect data from school district personnel and students...to collect data on the impact of grant-funded recruitment efforts. We will share survey results electronically with stakeholders through email.*

-Educator Preparation Program

*We will evaluate the effectiveness of the program by the number of students enrolled in the program and graduates of the program.*

-Community College

Table 30. Evaluation of EPP/CC Teacher Recruitment Grants

Data and Method	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Quantitative Data				
# of Enrollees	34	81%	11	85%
# of Enrollees Disaggregated for Diverse Subgroups (e.g., by race, gender)	15	36%	1	8%
# of Participants at Recruitment Events	18	43%	3	23%
# of Graduates	15	36%	6	46%
# of Applicants	9	21%	0	0%
Retention Rates	8	19%	0	0%

Data and Method	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Certification/Licensure Data	8	19%	0	0%
Other Data (e.g., test scores, inquiry numbers)	20	48%	5	38%
Qualitative Data				
Survey of Current Students	18	43%	10	77%
Survey of Recruitment Events Participants	12	29%	3	23%
Survey of Others (e.g., partners, graduates)	8	19%	1	8%
Interview/Focus Group	8	19%	0	0%
Evaluation Method				
Pre-Post Comparisons	28	67%	7	54%

Note. The survey prompt was "Describe planned evaluation of your TE Grant proposal."

The majority of EPPs (67%) and CCs (54%) indicate they are using a pre/post design by comparing outcome data over time to measure the effectiveness of the grant strategies and/or activities.

*Reporting Events*

As Table 31 shows, **the majority of EPPs and CCs indicate they will share their teacher recruitment grant progress and/or outcome data with DESE on an on-going basis.**

Table 31. Public Sharing of EPP/CC Grant Progress/Outcome Data

	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Sharing with DESE	31	74%	9	69%
Sharing with internal stakeholders	24	57%	7	54%
Sharing with external stakeholders	25	60%	8	62%
Sharing via website, social media, etc.	21	50%	6	46%
Sharing via reports, newsletters, etc.	24	57%	8	62%
Sharing via conferences and meetings	20	48%	4	31%

Note. The survey prompt was "Describe your plan for publicly reporting/sharing of TE Grant progress and/or findings/recommendations with key stakeholders and DESE on an on-going basis."

They also plan to share grant progress data with internal stakeholders (e.g., advisors, college administration) and external stakeholders (e.g., partner LEAs).

*Communicating the impact of the program is essential to foster an institutional and community climate that supports Missouri's goal of more teachers. We will use a strategic mix of active and passive dissemination strategies to publicly communicate the program to our internal and external audiences.*

-Educator Preparation Program

*We will share the information internally with advisors, with local school officials through email and our yearly meetings, and with DESE with whatever reports are required.*

-Community College

EPPs and CC report they will share the progress and/or outcome data utilizing multiple platforms including websites, social media (e.g., Facebook, Instagram, and Twitter), blogs, and emails. They also plan to make the information available in a variety of forms including reports, reviews, newsletters, and press releases.

*We will create a summary report to post on education website for public view, send annual reports to stakeholders via electronic communication, and publicize outcome data through social media platforms.*

-Educator Preparation Program

*Our program review is posted on the college website and we will send a copy of the program review to the corresponding DESE official.*

-Community College

Half of EPPs (48%) and one-third of CCs (31%) indicate they also plan to share grant updates and findings at educational conferences (e.g., MACTE, AACTE) and meetings (e.g., Advisory Board meetings, faculty meetings).

*To reach state-wide audiences, we will share updates while participating in DESE webinar meetings and MACTE conference meetings.*

-Educator Preparation Program

*We will share our findings with our stakeholders through our Advisory Board meetings. Press releases will be written to showcase the Teacher Education Day. A copy of the yearly program review can be sent to the corresponding DESE official.*

-Community College

### Key Points on EPP/CC Teacher Recruitment Grant Strategies: Area 4

- EPPs and CCs plan to use mixed-methods approaches to evaluate their teacher recruitment grant strategies.
- EPPs and CCs intend to share their grant progress and/or outcome data with DESE on an on-going basis.

## Recruiting Male Candidates and Candidates of Color

As table 32 shows, **the majority of EPPs (83%) and CCs (77%) indicate they have specific strategies for recruiting male candidates and candidates of color.** Among these EPPs and CCs with planned strategies, **the majority are targeting both male candidates and candidates of color.**

Table 32. Recruiting Male Candidates and Candidates of Color

Will you have specific strategies for recruiting male candidates and candidates of color? Which demographic group(s) are included in your plan for increasing teacher candidate diversity?	Educator Preparation Programs		Community Colleges	
	n	%	n	%
Yes	35	83%	10	77%
Male Candidates Only	0	0%	0	0%
Candidates of Color Only	6	17%	2	20%
Both Male Candidates and Candidates of Color	29	83%	8	80%
No	5	12%	2	15%
No Response	2	5%	1	8%

A few EPPs and CCs report that they are also targeting other groups of students (e.g., STEM, ELL, economically disadvantaged, first-generation candidates, students in high-need areas) to increase teacher candidate diversity.

*We will also target first-generation students, students from low-income backgrounds, and students who are interested in long-standing high-need areas (e.g., math, science, special education, English Language Learners).*

-Educator Preparation Program

*STEM is also being targeted.*

-Community College

**EPPs and CCs plan to use a variety of strategies to increase teacher candidate diversity.** As with the LEAs, some recruitment strategies are specific to creating a diverse pool of candidates; others are more general.

The strategies include visiting LEA schools and providing on-campus learning opportunities.

*We will visit eighth-grade classrooms to encourage students to participate in the program... We will use funds to supply food and materials and advertise for... an annual event where local middle- and high-school students can visit our laboratory school and explore the teaching profession. Attendees receive a tour of the campus, visit the Children's School, and work with college students and master teachers to plan a short lesson with elementary/preschool students on a topic of their choosing.*

-Educator Preparation Program

*We will partner with local high schools to visit their multicultural/diversity awareness clubs to present information about the teacher education program.*

-Community College

Many EPPs and CCs plan to provide fiscal support (e.g., scholarships) for students of color.

*We plan to offer two \$500.00 scholarships a year for incoming freshman for three years. Scholarship selection will be based on the following criteria... Ethnicity: 3 points for the Non-White.*

-Community College

*In order to recruit diverse future teachers who reflect the students they will teach, we will prioritize scholarship funds for diverse applicant participants, and we will target efforts to strengthen partnerships with high schools who serve diverse communities.*

-Educator Preparation Program

They also plan to provide teacher candidates with mentors of color and other learning opportunities.

*Recruit recent graduates who are male or teachers of color to mentor current students in the College of Education. Recruit current students who are male or students of color to mentor high school students who are involved in future teacher activities. Recruit paraprofessionals (after completion of program and now teaching) who are male or teachers of color to mentor new paraprofessional teacher candidates.*

-Educator Preparation Program

*In addition to the recruitment efforts targeting diverse future educators, students in the A. A. in Teacher Education will have opportunities to learn and apply multicultural and inclusive teaching practices throughout the program.*

-Community College

EPPs and CCs indicate they will utilize various communication materials (e.g., brochures, videos) to promote the teaching profession.

*Marketing materials developed will highlight current teacher candidates and alumni from diverse backgrounds. Programs will highlight traditionally underrepresented students/ alumni to speak on why they chose to become teachers. Materials and presentations will be direct in sharing the importance of diversity in the overall academic achievement of students.*

-Educator Preparation Program

*Printed recruitment materials will represent diversity of students. Our recently produced teacher education recruitment video represents a diversity of students.*

-Community College

EPPs and CCs highlight the pivotal role that their faculty and students of color, alumni, and LEA personnel (e.g., counselors, coordinators) play in recruiting male candidates and candidates of color. They are also focusing on student organizations or clubs (e.g., FTA) whose members have demonstrated an interest in the teaching profession.

*Two male faculty members (one from the elementary program; one from the middle school program) and one male faculty member of color will travel to partner schools to recruit, with an emphasis on male and diverse candidates.*

-Educator Preparation Program

*We will work with high school counselors and with an advisory board to reach more students (with an emphasis on teacher candidate diversity). We will work with advisors, clubs, etc. to provide brochures, speak to students/ classes, etc. We will target FTA type clubs as well as multicultural/ diversity clubs as well as at local high schools in hopes in reach a diverse field of students.*

-Community College

Some EPPs and CCs indicate they would collaborate with their Diversity, Equity, and Inclusion branch to strengthen teacher candidate diversity.

*We will engage in targeted recruitment efforts by partnering with academic advisers, and staff in the Office of Diversity and Inclusion. Together, we will invite historically underrepresented teacher candidates to apply to participate in the program.*

-Educator Preparation Program

*The teacher education instructor/ grant coordinator will work with the Diversity and Inclusion Committee and our Men of Color student organization to attend planned events and share information about the teacher education program.*

-Community College

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### **Key Points on EPP/CC Strategies for Increasing Teacher Candidate Diversity**

- Most EPPs and CCs indicate they have specific strategies for recruiting male candidates and candidates of color.
- Among these EPPs and CCs, the majority are targeting both male candidates and candidates of color.
- EPPs and CCs plan to use a variety of strategies to increase teacher candidate diversity. As with the LEAs, some recruitment strategies are specific to creating a diverse pool of candidates; others are more general.

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## Summary

EPPs and CCs are partnering with multiple LEAs to recruit teacher candidates.

They plan to use a variety of strategies for teacher recruitment and selection, including hosting informational events at LEA schools or EPP/CC campuses, using multiple communication platforms and materials, and providing secondary school students with school exploration classes.

EPPs and CCs also intend to utilize multiple strategies for teacher preparation and support, including connecting with students in teaching clubs or academies, providing professional development and mentoring services, establishing dual credit and dual enrollment opportunities, and providing scholarships for tuition or room and board.

EPPs and CCs plan to use mixed-methods approaches to evaluate their teacher recruitment grant strategies. They also intend to share their grant progress and/or outcome data with DESE on an on-going basis.

Most EPPs (83%) and CCs (77%) indicate they have specific strategies for recruiting male candidates and candidates of color. Among them, the majority are targeting both male candidates and candidates of color.

EPPs and CCs plan to use a variety of strategies to increase teacher candidate diversity. As with the LEAs, some recruitment strategies are specific to creating a diverse pool of candidates; others are more general.

## CONCLUSION

Through the Teacher Recruitment and Retention Grants, DESE is focusing on nurturing, recruiting, developing, and retaining teachers across the state. At this early phase, the planning is on track and the initiative is off to a positive start.

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## APPENDIX: NUMBER OF LEAS PARTNERING WITH EDUCATOR PREPARATION PROGRAMS AND COMMUNITY COLLEGES

	Number of LEAs Partnering with EPP/CC
Educator Preparation Programs (EPPs)	
Missouri State University	63
University of Central Missouri	57
Southeast Missouri State University	39
Northwest Missouri State University	38
Central Methodist College	36
University of Missouri - Columbia	36
University of Missouri - Kansas City	23
Southwest Baptist University	22
Columbia College	20
Missouri Baptist University	20
Missouri Western State University	20
Harris-Stowe State University	19
Truman University	19
William Woods University	19
Lincoln University	18
Lindenwood University	18
Saint Louis University	18
Drury University	17
University of Missouri - St. Louis	17
Missouri University of Science & Technology	15
Missouri Southern State University	14
Missouri Valley College	14
William Jewell College	13
Evangel University	12
Park University	12
Webster University	12

	Number of LEAs Partnering with EPP/CC
Avila University	11
College of the Ozarks	11
Culver-Stockton College	11
Maryville University	11
Kansas City Teacher Residency	9
Washington University	9
Western Governors University	9
Hannibal-LaGrange University	8
Rockhurst University	8
Baptist Bible College	7
Fontbonne University	6
St. Louis Teacher Residency	6
Stephens College	5
Westminster College	5
Calvary University	4
Community Colleges (CCs)	
State Fair Community College	29
North Central Missouri College	26
Ozark Technical Community College	22
Missouri State University-West Plains	16
Three Rivers Community College	16
Metropolitan Community College	15
Mineral Area Community College	15
Crowder College	14
Moberly Area Community College	14
Jefferson College	12
East Central College	10
St. Louis Community College	9
St. Charles Community College	8