Teacher Retention and Recruitment Survey Results

Prepared for the Alaska Department of Education & Early Development

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The Teacher Retention and Recruitment (TRR) Survey was created to understand which issues are most important to educators at this time. For decades, research studies[1] on teacher retention, turnover, and recruitment, especially within the state of Alaska, have revealed important issues. The results of a literature review of these studies formed the collection of items used in the TRR survey. It is essential to keep in mind that all items in this survey have been demonstrated to be valuable and lower rankings here do not invalidate those previous research results.

Survey Process. Best-Worst Scaling[2] was selected as the most useful survey technique to find the relative value of known important factors. The TRR survey was conducted online using Sawtooth Software[3], which was comprised of two 15-question sections: Part 1 focused on Personal Importance items, while Part 2 asked about Solution Influence items; an additional 11 demographic questions were included to better understand participants in the sample and calculate subgroup results.

Participant Sample. Invitations were sent with a personal link to 15,678 educators who held active Alaska certificated teacher licenses, current as of October 2020, as referenced through the DEED database. The survey remained open for three months from October 2020 through January 2021. Of those invited, 4,223 participants completed at least part of the survey and 3,604 completed it fully. This sample size provides an overall response rate of 27%. Of those participants who identified themselves as currently working in one of Alaska's 54 school districts, the response rate reached a noteworthy level of 40% (3,098 district participants out of 7,741 possible).

Survey Questions. Part 1 had 15 questions that showed four Personal Importance items at a time, asking the same question each time, as shown in Figure 1. There were 40 Personal Importance Items in total. Part 2 had 15 questions that showed four Solution Influence items at a time, asking the same question each time, as shown in Figure 2. There was a total of 34 Solution Influence Items. Demographics included gender, race, ethnicity, retirement tier, years of experience teaching, years of experience teaching in Alaska, district, school location, Alaska status (a metric to qualify participants' investment in Alaska), current professional status, and retention status. All demographics were self-reported with options of prefer not to answer, other, or the option to skip.

Results Presentation. Results for Personal Importance are shown in Tables 1.1 – 1.12 by listing rankings for the full group first (Table 1.1) and then for various demographic subgroups. Results for Solution Influence are shown in Tables 2.1 – 2.12 by listing rankings for the full group first (Table 2.1) and then for various subgroups. All results order the items by ranking of the full group. Subgroup results are the rankings averaged for each category for those top 15 items from the full group. The number of participants in any group is written as (N=315). The unclassified category represents those who provided data on Part 1 and/or Part 2 and chose not to provide that specific demographic information. Of the 4223 total participants, all 4223 completed Part 1; 3753 completed Part 2; and 3604 completed all questions including the demographics. Thus, it is important to note the sample size for each group and demographic subgroup.

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[1] See the TRR website https://education.alaska.gov/trr for the full list of research studies reviewed.

[2] Chrzan, K., & Orme, B. K. (2019). *Applied MaxDiff: A Practitioner's Guide to Best-Worst Scaling*. Provo, UT: Sawtooth Software, Inc.

[3] https://sawtoothsoftware.com/ accessed February 28, 2021.

Figure 1: Example of a question from Part 1 as seen on the online survey.

Considering only these factors, which is the **most important** and which is the **least important** of these factors in motivating you to continue teaching in Alaska at this time (even if they are not part of your current situation)?

(2 of 15)

Most Important		Least Important
○	reasonable district expectations	○
○	access to robust curricula	○
○	access to ongoing quality professional development	○
○	having sufficient resources provided	○

Click the 'Next" button to continue …

Figure 2: Example of a question from Part 2 as seen on the online survey.

Please consider how influential you believe these different solutions may be in improving teacher retention and recruitment in Alaska. Considering only these ideas, which do you believe may be the **most influential** and which may be the **least influential**?

(7 of 15)

Most Influential		Least Influential
○	competitive salary commensurate with cost of living	○
○	availability of supplemental or extracurricular contracts	○
○	portability of my retirement savings	○
○	streamlined recertification requirements	○

Click the 'Next" button to continue …

Table 1.1: Ranking of all 40 Personal Importance items from most important (1) to least (40).

Ranking	Personal Importance Items (Part 1)
1	adequate compensation for assigned duties (salary)
2	positive workplace conditions
3	personal connections with students
4	retirement benefits
5	good healthcare benefits
6	positive school culture
7	manageable workload
8	being treated as a professional (afforded prestige and autonomy in return for performing at a high level)
9	quality support from principal(s)
10	quality support from district administration
11	reasonable district expectations
12	time to adequately prepare
13	having ownership in my school system (personal responsibility and control)
14	having sufficient resources provided
15	being in a system where I have a voice
16	having academic freedom
17	being included in shared decision making
18	collegiality among educators and staff
19	opportunity to develop my craft as an educator
20	ability to stay connected to family
21	fair and consistent educator evaluation process
22	clear and consistent student discipline policies
23	serving the community and its expectations
24	personal education philosophy (i.e., intrinsic motivation)
25	opportunity for quality, affordable housing
26	relationships with community members
27	established opportunities for collaboration
28	access to good internet services
29	positive public views of the profession
30	access to culturally-relevant curricula
31	access to ongoing quality professional development
32	daily schedule
33	ability to connect to other professionals
34	time and support to self-reflect
35	access to robust curricula
36	access to differentiated professional development
37	opportunity for intensive professional development
38	yearly calendar
39	availability of professional mentoring
40	access to professional development by other teachers

Table 1.2: Personal Importance Top 15 Rankings for Subgroups by Role.

Personal Importance Item	Total (N=4223)	Current Educator (N=2704)	Current Administrator (N=351)	Other (N=284)	Retired (N=266)	Unclassified (N=618)
adequate compensation for assigned duties (salary)	1	1	2	2	3	1
positive workplace conditions	2	2	3	1	1	2
personal connections with students	3	3	6	3	2	3
retirement benefits	4	4	1	6	5	4
good healthcare benefits	5	5	4	5	6	5
positive school culture	6	7	5	4	4	6
manageable workload	7	6	10	8	7	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	8	7	7	9	8
quality support from principal(s)	9	9	9	10	8	9
quality support from district administration	10	12	8	9	11	10
reasonable district expectations	11	11	12	11	12	12
time to adequately prepare	12	10	19*	12	10	11
having ownership in my school system (personal responsibility and control)	13	13	11	13	15	15
having sufficient resources provided	14	14	13	15	13	13
being in a system where I have a voice	15	15	14	14	14	14

*Items listed higher for Current Administrator include *collegiality among educators and staff*, *being included in shared decision making*, *serving the community and its expectations*, and *opportunity to develop my craft as an educator*.

Table 1.3: Personal Importance Top 15 Rankings for Subgroups by School Location.

Personal Importance Items	Total (N = 4223)	Rural (N = 858)	Rural Hub (N = 347)	Rural Road System (N = 626)	Urban (N = 1774)	Unclassified (N = 618)
adequate compensation for assigned duties (salary)	1	4	3	1	1	1
positive workplace conditions	2	1	1	2	3	2
personal connections with students	3	2	2	3	6	3
retirement benefits	4	6	6	5	2	4
good healthcare benefits	5	5	5	4	4	5
positive school culture	6	3	4	6	8	6
manageable workload	7	10	8	7	5	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	8	7	8	7	8
quality support from principal(s)	9	7	9	9	10	9
quality support from district administration	10	9	10	10	12	10
reasonable district expectations	11	11	11	12	11	12
time to adequately prepare	12	14	12	11	9	11
having ownership in my school system (personal responsibility and control)	13	12	13	13	13	15
having sufficient resources provided	14	13	14	14	16*	13
being in a system where I have a voice	15	15	15	15	15	14

*The item listed higher for the Urban subgroup is *being in a system where I have a voice.*

Table 1.4: Personal Importance Top 15 Rankings for Subgroups by Retirement Tier. Retirement Tier generally aligns with years of teaching experience and years of teaching experience in Alaska. Educators in Tier I were hired prior to 6/30/1990; Tier II were hired after Tier I but prior to 6/30/2006; Tier III were hired after Tier II and is the current retirement tier for new hires.

Personal Importance Items	Total (N = 4223)	Tier I (N = 274)	Tier II (N = 1305)	Tier III (N = 1388)	Unsure (N = 489)	Prefer not to answer (N = 152)	Unclassified (N = 615)
adequate compensation for assigned duties (salary)	1	3	2	1	4	4	1
positive workplace conditions	2	1	4	2	1	1	2
personal connections with students	3	2	5	5	2	2	3
retirement benefits	4	5	1	3	12	11	4
good healthcare benefits	5	6	3	4	9	10	5
positive school culture	6	4	6	6	3	3	6
manageable workload	7	10	7	7	5	5	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	7	8	8	7	6	8
quality support from principal(s)	9	8	9	9	6	7	9
quality support from district administration	10	9	12	10	8	8	10
reasonable district expectations	11	13	11	11	11	12	12
time to adequately prepare	12	11	10	12	10	9	11
having ownership in my school system (personal responsibility and control)	13	12	13	13	14	13	15
having sufficient resources provided	14	15	14	14	13	15	13
being in a system where I have a voice	15	14	15	15	15	14	14

Table 1.5: Personal Importance Top 15 Rankings for Subgroups by Gender.

Personal Importance Items	Total (N = 4223)	Female (N = 2455)	Male (N = 1006)	Other (N = 9)	Prefer not to answer (N = 138)	Unclassified (N = 615)
adequate compensation for assigned duties (salary)	1	2	1	9	1	1
positive workplace conditions	2	1	3	3	2	2
personal connections with students	3	3	5	2	6	3
retirement benefits	4	4	2	8	4	4
good healthcare benefits	5	6	4	1	5	5
positive school culture	6	5	6	5	7	6
manageable workload	7	7	8	14	3	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	8	7	13	9	8
quality support from principal(s)	9	9	9	6	10	9
quality support from district administration	10	10	10	7	11	10
reasonable district expectations	11	11	11	12	12	12
time to adequately prepare	12	12	12	17*	8	11
having ownership in my school system (personal responsibility and control)	13	13	13	10	14	15
having sufficient resources provided	14	14	14	19*	15	13
being in a system where I have a voice	15	15	15	4	16*	14

*The item listed higher for both Other and Prefer not to answer subgroups is *having academic freedom*.

Table 1.6: Personal Importance Top 15 Rankings for Subgroups by Ethnicity. Participants could select as many categories as needed, so the number in the subgroups combined is more than the total number.

Personal Importance Items	Total (N = 4223)	American Indian or Alaska Native (N = 230)	Asian (N = 78)	Black or African American (N = 58)	Native Hawaiian or Other Pacific Islander (N = 17)	White (N = 2971)	Prefer not to answer (N = 421)	Unclassified (N = 615)
adequate compensation for assigned duties (salary)	1	3	3	4	4	1	1	1
positive workplace conditions	2	2	1	1	1	2	2	2
personal connections with students	3	1	2	2	6	3	5	3
retirement benefits	4	5	6	5	8	4	3	4
good healthcare benefits	5	6	7	6	3	5	4	5
positive school culture	6	4	5	3	5	6	7	6
manageable workload	7	9	10	10	9	7	6	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	7	4	7	10	8	8	8
quality support from principal(s)	9	8	9	8	7	9	11	9
quality support from district administration	10	10	8	9	2	10	12	10
reasonable district expectations	11	11	13	11	11	11	10	12
time to adequately prepare	12	12	14	14	12	12	9	11
having ownership in my school system (personal responsibility and control)	13	15	12	20*	19*	13	13	15
having sufficient resources provided	14	14	16*	16*	13	14	15	13
being in a system where I have a voice	15	13	11	13	14	15	14	14

*The item listed higher for the Asian subgroup is *being included in shared decision making*, while *opportunity for quality, affordable housing* is listed higher for the other two subgroups.

Table 1.7: Personal Importance Top 15 Rankings for Subgroups by <u>highest counts</u> for categories of Alaska Status. Participants could select as many categories as needed. Only five of the 15 options are shown here.

Personal Importance Items	Total (N = 4223)	AK1 (N = 876)	AK2 (N = 917)	AK3 (N = 866)	AK4 (N = 1229)	AK5 (N = 989)
adequate compensation for assigned duties (salary)	1	1	1	1	1	1
positive workplace conditions	2	2	2	3	2	2
personal connections with students	3	4	4	5	3	3
retirement benefits	4	3	3	2	5	5
good healthcare benefits	5	5	5	4	4	4
positive school culture	6	7	7	7	6	6
manageable workload	7	6	6	6	7	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	8	8	8	8	8
quality support from principal(s)	9	9	9	10	9	9
quality support from district administration	10	12	12	12	10	10
reasonable district expectations	11	11	11	11	11	12
time to adequately prepare	12	10	10	9	12	11
having ownership in my school system (personal responsibility and control)	13	13	13	13	13	13
having sufficient resources provided	14	14	14	15	14	14
being in a system where I have a voice	15	15	15	14	15	15

AK1: I was born and raised in Alaska.
AK2: I graduated from a high school in Alaska.
AK3: I graduated from an AK post-secondary institution.
AK4: I moved to Alaska for adventure.
AK5: I moved to Alaska because I love the outdoors.

Table 1.8: Personal Importance Top 15 Rankings for Subgroups by <u>staying types</u> of Retention Status. Participants could select as many categories as needed and three of the 16 total are shown here.

Personal Importance Items	Total (N = 4223)	Retention1 (N = 2156)	Retention2 (N = 1554)	Retention7 (N = 48)
adequate compensation for assigned duties (salary)	1	1	1	1
positive workplace conditions	2	2	2	3
personal connections with students	3	3	3	4
retirement benefits	4	4	4	8
good healthcare benefits	5	5	5	7
positive school culture	6	6	6	5
manageable workload	7	7	7	2
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	8	8	10
quality support from principal(s)	9	9	9	11
quality support from district administration	10	11	12	9
reasonable district expectations	11	10	11	12
time to adequately prepare	12	12	10	6
having ownership in my school system (personal responsibility and control)	13	13	13	14
having sufficient resources provided	14	14	14	17*
being in a system where I have a voice	15	15	15	15

Retention1: Stay at my same school
Retention2: Keep the same teaching assignment
Retention7: Continue as a homeschooling parent

*Item listed higher for Retention 7 subgroup is *having academic freedom*.

Table 1.9: Personal Importance Top 15 Rankings for Subgroups by <u>changing types</u> of Retention Status. Participants could select as many categories as needed and another four of the 16 total are shown here.

Personal Importance Items	Total (N = 4223)	Retention3 (N = 168)	Retention4 (N = 182)	Retention5 (N = 137)	Retention6 (N = 189)
adequate compensation for assigned duties (salary)	1	3	2	2	1
positive workplace conditions	2	1	1	1	2
personal connections with students	3	2	3	3	3
retirement benefits	4	6	5	6	5
good healthcare benefits	5	8	7	5	4
positive school culture	6	4	6	4	6
manageable workload	7	7	4	8	10
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	5	8	10	7
quality support from principal(s)	9	9	10	7	9
quality support from district administration	10	11	12	9	8
reasonable district expectations	11	12	11	11	12
time to adequately prepare	12	10	9	12	15
having ownership in my school system (personal responsibility and control)	13	13	14	13	11
having sufficient resources provided	14	15	13	14	14
being in a system where I have a voice	15	14	15	15	13

Retention3: Changing teaching assignments

Retention4: Move to a different school in the same district

Retention5: Move to another district

Retention6: Take on administrative and/or leadership role

Table 1.10: Personal Importance Top 15 Rankings for Subgroups by <u>movement types</u> of Retention Status. Participants could select as many categories as needed and another three of the 16 total are shown here.

Personal Importance Items	Total (N = 4223)	Retention8 (N = 202)	Retention9 (N = 89)	Retention13 (N = 221)
adequate compensation for assigned duties (salary)	1	1	1	1
positive workplace conditions	2	3	3	2
personal connections with students	3	5	4	4
retirement benefits	4	4	7	5
good healthcare benefits	5	2	5	6
positive school culture	6	8	8	8
manageable workload	7	6	2	3
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	7	6	7
quality support from principal(s)	9	10	12	10
quality support from district administration	10	9	10	12
reasonable district expectations	11	12	11	11
time to adequately prepare	12	11	9	9
having ownership in my school system (personal responsibility and control)	13	14	13	13
having sufficient resources provided	14	13	16*	16*
being in a system where I have a voice	15	15	14	14

Retention8: Move to another state to teach

Retention9: Move to another state and work outside education

Retention13: Leave the teaching profession and stay in Alaska

*Item listed higher for both Retention 9 and 13 subgroups is *having academic freedom*.

Table 1.11: Personal Importance Top 15 Rankings for Subgroups by <u>break types</u> of Retention Status. Participants could select as many categories as needed and another three of the 16 total are shown here.

Personal Importance Items	Total (N = 4223)	Retention10 (N = 59)	Retention11 (N = 102)	Retention12 (N = 280)
adequate compensation for assigned duties (salary)	1	1	2	1
positive workplace conditions	2	2	1	2
personal connections with students	3	6	4	5
retirement benefits	4	4	7	3
good healthcare benefits	5	5	6	4
positive school culture	6	7	5	6
manageable workload	7	3	3	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	9	8	8
quality support from principal(s)	9	11	11	9
quality support from district administration	10	12	12	11
reasonable district expectations	11	10	10	12
time to adequately prepare	12	8	9	10
having ownership in my school system (personal responsibility and control)	13	13	13	15
having sufficient resources provided	14	15	15	14
being in a system where I have a voice	15	14	14	13

Retention10: Take a break for professional purposes
Retention11: Take a break for personal purposes
Retention12: Retire

Table 1.12: Personal Importance Top 15 Rankings for Subgroups by <u>uncertain types</u> of Retention Status. Participants could select as many categories as needed and the three final types of the 16 total are shown here along with the unclassified results.

Personal Importance Items	Total (N = 4223)	Retention14 (N = 232)	Retention15 (N = 541)	Retention16 (N = 75)	Unclassified (N = 618)
adequate compensation for assigned duties (salary)	1	2	1	1	1
positive workplace conditions	2	1	2	3	2
personal connections with students	3	3	5	4	3
retirement benefits	4	8	4	2	4
good healthcare benefits	5	7	3	6	5
positive school culture	6	4	7	7	6
manageable workload	7	5	6	5	7
being treated as a professional (afforded prestige and autonomy in return for performing at a high level)	8	6	8	8	8
quality support from principal(s)	9	9	10	10	9
quality support from district administration	10	11	11	9	10
reasonable district expectations	11	12	9	11	12
time to adequately prepare	12	10	12	12	11
having ownership in my school system (personal responsibility and control)	13	14	15	14	15
having sufficient resources provided	14	15	13	13	13
being in a system where I have a voice	15	13	14	15	14

Retention14: Other
Retention15: Unsure
Retention16: Prefer not to answer

Table 2.1: Ranking of all 34 Solution Influence items from most important (1) to least (34).

Ranking	Solution Influence Items (Part 2)
1	competitive salary commensurate with cost of living
2	enhanced salary schedule (scale based on years of experience, etc.)
3	state goes back to a defined benefit retirement system
4	annual retention incentives
5	additional opportunities for salary advancement
6	improved healthcare in the state
7	contributing into social security
8	state moves to a hybrid retirement with personal and state investments
9	portability of my retirement savings
10	creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)
11	control of my retirement savings
12	opportunity to earn bonuses (financial, technology, etc.)
13	streamlined recertification requirements
14	creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)
15	signing bonus
16	support more district programs to increase the number of local adults becoming certificated
17	strengthen recruiting efforts of educators who are the right fit
18	improving teacher preparation programs
19	expanded career opportunities (leadership role, technology role, department chair, content area liaison, etc.)
20	increase the number of grow-your-own educator programs
21	increased mental health support for educators
22	system-wide collaboration of schools, communities, higher education, and state and local policy makers (i.e., curriculum content, place-based education, cultural foundation)
23	positive statewide message around education
24	increase number and quality of high school programs to recruit and bridge into the profession
25	create and use statewide exit interviews to strengthen recruiting
26	enhanced diverse internship opportunities (multi-age, multi-grade, rural, etc.)
27	availability of supplemental or extracurricular contracts
28	more established opportunities to engage with community and/or parents
29	opportunity to attend or serve in a laboratory school (partnering with a university for teacher training, professional development, or practical research)
30	national board certification bonus
31	enhanced efforts around marketing for Alaska educator jobs
32	increased learning opportunities around social justice understanding
33	restructured annual calendar
34	increased Alaska culture and history requirement for (re)certification

Table 2.2: Solution Influence Top 15 Rankings for Subgroups by Role

Solution Influence Items	Total (N = 3753)	Current Educator (N = 2704)	Current Administrator (N = 351)	Other (N = 284)	Retired (N = 266)	Unclassified (N = 148)
competitive salary commensurate with cost of living	1	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	3	2
state goes back to a defined benefit retirement system	3	3	3	3	2	3
annual retention incentives	4	4	4	4	5	5
additional opportunities for salary advancement	5	5	5	5	4	4
improved healthcare in the state	6	6	6	6	7	6
contributing into social security	7	7	8	8	10	8
state moves to a hybrid retirement with personal and state investments	8	8	7	9	8	9
portability of my retirement savings	9	9	10	13	14	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	12	9	7	6	7
control of my retirement savings	11	10	13	14	16	11
opportunity to earn bonuses (financial, technology, etc.)	12	11	14	10	17	12
streamlined recertification requirements	13	13	18*	19	19	16
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	15	12	11	9	13
signing bonus	15	14	15	18	22	18

*Items listed higher for Current Administrator include *strengthen recruiting efforts of educators who are the right fit, support more district programs to increase the number of local adults becoming certificated,* and *increase the number of grow-your-own educator programs.*

Table 2.3: Solution Influence Top 15 Rankings for Subgroups by School Location

Solution Influence Items	Total (N = 3753)	Rural (N = 858)	Rural Hub (N = 347)	Rural Road System (N = 626)	Urban (N = 1774)	Unclassified (N = 148)
competitive salary commensurate with cost of living	1	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	2	2
state goes back to a defined benefit retirement system	3	4	3	3	3	3
annual retention incentives	4	3	4	4	5	5
additional opportunities for salary advancement	5	5	5	5	4	4
improved healthcare in the state	6	6	6	6	6	6
contributing into social security	7	8	8	7	7	8
state moves to a hybrid retirement with personal and state investments	8	9	7	8	8	9
portability of my retirement savings	9	10	11	9	9	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	7	9	12	12	7
control of my retirement savings	11	16*	12	10	10	11
opportunity to earn bonuses (financial, technology, etc.)	12	12	10	11	11	12
streamlined recertification requirements	13	11	17*	13	13	16*
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	14	14	15	14	13
signing bonus	15	17*	15	14	16*	18*

*Items listed higher for both Rural and Rural Hub subgroups are *support more district programs to increase the number of local adults becoming certificated* and *strengthen recruiting efforts of educators who are the right fit* and for both Urban and Unclassified *improving teacher preparation programs.*

Table 2.4: Solution Influence Top 15 Rankings for Subgroups by Retirement Tier. Retirement Tier generally aligns with years of teaching experience and years of teaching experience in Alaska. Educators in Tier I were hired prior to 6/30/1990; Tier II were hired after Tier I but prior to 6/30/2006; Tier III were hired after Tier II and is the current retirement tier for new hires. Rankings vary a lot.

Solution Influence Items	Total (N = 3753)	Tier I (N = 274)	Tier II (N = 1305)	Tier III (N = 1388)	Unsure (N = 489)	Prefer not to answer (N = 152)	Unclassified (N = 145)
competitive salary commensurate with cost of living	1	1	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	3	2	2	2	2
state goes back to a defined benefit retirement system	3	3	2	3	5	5	3
annual retention incentives	4	4	4	4	3	3	5
additional opportunities for salary advancement	5	5	5	5	4	4	4
improved healthcare in the state	6	7	6	7	7	8	6
contributing into social security	7	10	7	6	18	15	8
state moves to a hybrid retirement with personal and state investments	8	8	8	8	19	17	9
portability of my retirement savings	9	14	11	10	12	11	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	6	9	12	6	6	7
control of my retirement savings	11	16	12	9	14	14	11
opportunity to earn bonuses (financial, technology, etc.)	12	17	10	11	9	9	12
streamlined recertification requirements	13	19	16	13	8	7	16
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	9	13	15	11	10	13
signing bonus	15	21	17	14	10	18	18

Table 2.5: Solution Influence Top 15 Rankings for Subgroups by Gender. Rankings vary quite a bit for these subgroups.

Solution Influence Items	Total (N = 3753)	Female (N = 2455)	Male (N = 1006)	Other (N = 9)	Prefer not to answer (N = 138)	Unclassified (N = 145)
competitive salary commensurate with cost of living	1	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	2	2
state goes back to a defined benefit retirement system	3	3	3	6	3	3
annual retention incentives	4	4	4	3	5	5
additional opportunities for salary advancement	5	5	5	4	4	4
improved healthcare in the state	6	6	6	7	6	6
contributing into social security	7	7	7	19	8	8
state moves to a hybrid retirement with personal and state investments	8	8	8	25	10	9
portability of my retirement savings	9	10	10	31	7	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	9	13	12	13	7
control of my retirement savings	11	11	11	29	9	11
opportunity to earn bonuses (financial, technology, etc.)	12	12	9	8	11	12
streamlined recertification requirements	13	14	14	20	12	16
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	13	17	22	19	13
signing bonus	15	17	12	26	14	18

Table 2.6: Solution Influence Top 15 Rankings for Subgroups by Ethnicity. Participants could select as many categories as needed, so the number in the subgroups combined is more than the total number. Rankings vary quite a bit for these subgroups.

Solution Influence Items	Total (N = 3753)	American Indian or Alaska Native (N = 230)	Asian (N = 78)	Black or African American (N = 58)	Native Hawaiian or Other Pacific Islander (N = 17)	White (N = 2971)	Prefer not to answer (N = 421)	Unclassified (N = 145)
competitive salary commensurate with cost of living	1	1	1	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	2	2	2	2
state goes back to a defined benefit retirement system	3	3	3	5	4	3	3	3
annual retention incentives	4	4	4	3	5	4	4	5
additional opportunities for salary advancement	5	5	5	4	3	5	5	4
improved healthcare in the state	6	6	6	7	6	6	6	6
contributing into social security	7	7	9	6	9	7	7	8
state moves to a hybrid retirement with personal and state investments	8	8	11	16	15	8	8	9
portability of my retirement savings	9	11	8	11	11	10	9	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	9	7	8	14	9	13	7
control of my retirement savings	11	12	14	13	16	11	10	11
opportunity to earn bonuses (financial, technology, etc.)	12	14	12	22	8	12	11	12
streamlined recertification requirements	13	17	15	15	10	13	12	16
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	13	13	12	22	14	15	13
signing bonus	15	22	20	20	12	15	14	18

Table 2.7: Solution Influence Top 15 Rankings for Subgroups by <u>highest counts</u> for categories of Alaska Status. Participants could select as many categories as needed. Only five of the 15 options are shown here.

Solution Influence Items	Total (N = 3753)	AK1 (N = 876)	AK2 (N = 917)	AK3 (N = 866)	AK4 (N = 1229)	AK5 (N = 989)
competitive salary commensurate with cost of living	1	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	2	2
state goes back to a defined benefit retirement system	3	3	3	3	3	3
annual retention incentives	4	5	5	5	4	4
additional opportunities for salary advancement	5	4	4	4	5	5
improved healthcare in the state	6	6	6	6	6	6
contributing into social security	7	7	7	7	7	7
state moves to a hybrid retirement with personal and state investments	8	8	8	8	8	8
portability of my retirement savings	9	10	10	10	10	11
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	12	12	12	9	10
control of my retirement savings	11	9	9	9	12	12
opportunity to earn bonuses (financial, technology, etc.)	12	11	11	11	11	9
streamlined recertification requirements	13	15	16	16	15	16*
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	16	14	14	14	14
signing bonus	15	19*	18*	18*	13	13

*Items listed higher for the four subgroups are *support more district programs to increase the number of local adults becoming certificated* and *improving teacher preparation programs*.

Table 2.8: Solution Influence Top 15 Rankings for Subgroups by <u>staying types</u> of Retention Status. Participants could select as many categories as needed and three of the 16 total are shown here.

Solution Influence Items	Total (N = 3753)	Retention1 (N = 2156)	Retention2 (N = 1554)	Retention7 (N = 48)
competitive salary commensurate with cost of living	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2
state goes back to a defined benefit retirement system	3	3	3	4
annual retention incentives	4	4	4	5
additional opportunities for salary advancement	5	5	5	3
improved healthcare in the state	6	6	6	7
contributing into social security	7	7	7	11
state moves to a hybrid retirement with personal and state investments	8	8	8	8
portability of my retirement savings	9	9	10	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	12	12	6
control of my retirement savings	11	11	11	12
opportunity to earn bonuses (financial, technology, etc.)	12	10	9	13
streamlined recertification requirements	13	13	13	9
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	15	15	15
signing bonus	15	14	14	19*

Retention1: Stay at my same school
Retention2: Keep the same teaching assignment
Retention7: Continue as a homeschooling parent

*Item listed higher for Retention7 subgroup is *expanded career opportunities (leadership role, technology role, department chair, content area liaison, etc.)*.

Table 2.9: Solution Influence Top 15 Rankings for Subgroups by <u>changing types</u> of Retention Status. Participants could select as many categories as needed and another four of the 16 total are shown here.

Solution Influence Items	Total (N = 3753)	Retention3 (N = 168)	Retention4 (N = 182)	Retention5 (N = 137)	Retention6 (N = 189)
competitive salary commensurate with cost of living	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	2
state goes back to a defined benefit retirement system	3	3	3	4	3
annual retention incentives	4	5	4	3	5
additional opportunities for salary advancement	5	4	5	5	4
improved healthcare in the state	6	6	7	6	6
contributing into social security	7	7	6	7	8
state moves to a hybrid retirement with personal and state investments	8	8	8	8	10
portability of my retirement savings	9	10	9	10	11
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	9	12	14	7
control of my retirement savings	11	11	10	11	12
opportunity to earn bonuses (financial, technology, etc.)	12	12	11	9	9
streamlined recertification requirements	13	16*	13	13	17*
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	13	14	15	13
signing bonus	15	18*	15	12	15

Retention3: Changing teaching assignments
Retention4: Move to a different school in the same district
Retention5: Move to another district
Retention6: Take on administrative and/or leadership role

*Items listed higher for Retention 3 subgroup are *support more district programs to increase the number of local adults becoming certificated* and *strengthen recruiting efforts of educators who are the right fit* and for Retention6 subgroup *expanded career opportunities*.

Table 2.10: Solution Influence Top 15 Rankings for Subgroups by <u>movement types</u> of Retention Status. Participants could select as many categories as needed and another three of the 16 total are shown here.

Solution Influence Items	Total (N = 3753)	Retention8 (N = 202)	Retention9 (N = 89)	Retention13 (N = 221)
competitive salary commensurate with cost of living	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2
state goes back to a defined benefit retirement system	3	3	4	3
annual retention incentives	4	4	3	4
additional opportunities for salary advancement	5	5	5	5
improved healthcare in the state	6	7	7	7
contributing into social security	7	6	6	6
state moves to a hybrid retirement with personal and state investments	8	8	8	8
portability of my retirement savings	9	9	9	9
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	12	11	11
control of my retirement savings	11	10	10	10
opportunity to earn bonuses (financial, technology, etc.)	12	11	12	12
streamlined recertification requirements	13	13	13	13
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	15	15	14
signing bonus	15	14	16*	18*

Retention8: Move to another state to teach

Retention9: Move to another state and work outside education

Retention13: Leave the teaching profession and stay in Alaska

*Item listed higher for both Retention9 and 13 subgroups is *increased mental health support for educators*.

Table 2.11 Solution Influence Top 15 Rankings for Subgroups by <u>break types</u> of Retention Status. Participants could select as many categories as needed and another three of the 16 total are shown here.

Solution Influence Items	Total (N = 3753)	Retention10 (N = 59)	Retention11 (N = 102)	Retention12 (N = 280)
competitive salary commensurate with cost of living	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	3	2	3
state goes back to a defined benefit retirement system	3	2	3	2
annual retention incentives	4	4	4	4
additional opportunities for salary advancement	5	5	5	5
improved healthcare in the state	6	6	6	6
contributing into social security	7	7	7	7
state moves to a hybrid retirement with personal and state investments	8	8	8	8
portability of my retirement savings	9	10	9	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	12	10	9
control of my retirement savings	11	9	11	12
opportunity to earn bonuses (financial, technology, etc.)	12	11	13	13
streamlined recertification requirements	13	17*	14	17*
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	22*	17*	11
signing bonus	15	14	20*	19*

Retention10: Take a break for professional purposes
Retention11: Take a break for personal purposes
Retention12: Retire

*Items listed higher for these subgroups include *support more district programs to increase the number of local adults becoming certificated, improving teacher preparation programs, expanded career opportunities,* and *increased mental health support for educators.*

Table 2.12: Solution Influence Top 15 Rankings for Subgroups by <u>uncertain types</u> of Retention Status. Participants could select as many categories as needed and the three final of the 16 total are shown here along with the unclassified results.

Solution Influence Items	Total (N = 3753)	Retention14 (N = 232)	Retention15 (N = 541)	Retention16 (N = 75)	Unclassified (N = 148)
competitive salary commensurate with cost of living	1	1	1	1	1
enhanced salary schedule (scale based on years of experience, etc.)	2	2	2	2	2
state goes back to a defined benefit retirement system	3	3	3	3	3
annual retention incentives	4	4	4	4	5
additional opportunities for salary advancement	5	5	5	5	4
improved healthcare in the state	6	7	6	7	6
contributing into social security	7	9	7	6	8
state moves to a hybrid retirement with personal and state investments	8	8	8	8	9
portability of my retirement savings	9	14	9	9	10
creating or strengthening webs of support (new hire walkthrough process, teaching support, community support, leadership support, etc.)	10	6	11	11	7
control of my retirement savings	11	15	10	12	11
opportunity to earn bonuses (financial, technology, etc.)	12	16	12	10	12
streamlined recertification requirements	13	18*	13	17*	16*
creating a statewide, seamless, supported induction model (support for teachers new to the state and/or profession)	14	10	14	13	13
signing bonus	15	21*	15	14	18*

Retention14: Other
Retention15: Unsure
Retention16: Prefer not to answer

*Items listed higher for these subgroups include *support more district programs to increase the number of local adults becoming certificated, improving teacher preparation programs*, and *expanded career opportunities*.