RECRUITMENT AND RETENTION INITIATIVES FOR AFRICAN AMERICAN

AND HISPANIC TEACHERS IN SELECTED SCHOOL DISTRICTS IN TEXAS

A Dissertation

by

ANITA JANE PERRY

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

May 2005

Major Subject: Educational Human Resource Development

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Approved as to style and content by:

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May 2005

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ABSTRACT

Recruitment and Retention Initiatives for African American and Hispanic Teachers in

Selected School Districts in Texas. (May 2005)

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M.Ed., Texas A&M University

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Dr. Laverne Young-Hawkins

The purpose of this study was to identify effective recruitment and retention

initiatives for African American and Hispanic teachers. The research examined

recruitment and retention initiatives used by school districts utilizing a survey instrument

administered to a sample population of African American and Hispanic teachers within

selected school districts in Texas. The sample population of 335 African American and

Hispanic teachers was asked to provide their knowledge and perception of recruitment

and retention initiatives that were relevant to them in their employment with a school

district. The results of the survey instrument were examined for the similarities and

differences in the recruitment and retention initiatives for African American and

Hispanic teacher populations as perceived by the sample population of teachers.

The subjects of this research study were African American and Hispanic teachers

employed in school districts with a teacher population of at least seven percent of both

African American and Hispanic teachers and a student population of at least 10,000

students reported to the Texas Education Agency. There were fourteen school districts

selected based on this criteria, and four school districts agreed to participate in the study.

Based on the findings of the study, the researcher's recommendations include:
(1) The top recruitment initiatives for African American and Hispanic candidates are humanistic factors: contribution to humanity and helping young people. Recruiters should emphasize these areas along with the location of job and financial assistance programs offered by the school districts to improved recruitment. (2) Attention should be given to the establishment of programs that focus on introducing the education profession to students in the middle school and high school settings. (3) Job satisfaction and job security are leading retention initiatives for African American and Hispanic teacher which can be accomplished by improving working conditions and increasing administrative support in a school district. (4) Provide opportunities for increased parental communication, participation and involvement in the school system to help increase retention with African American and Hispanic teachers. (5) Further study could determine if there is a relationship between the effective recruitment and retention initiatives and the years of experience of teachers.

DEDICATION

This dissertation is dedicated to my grandmother, the late Febbie J. Shields, and my brother, the late Michael E. Perry. I wish that they could have lived to see this accomplishment that I have achieved. I know they are smiling down at me from their place in the great heaven above.

I also dedicate this study to my family: parents, brother, sister, nephew, niece, aunts, uncles, and cousins, who have been very instrumental and motivational to me in the completion of this study. There were times that I felt like giving up and that I would not be able to complete this study, but my family supported and inspired me to keep on the journey in spite of the challenges of life.

ACKNOWLEDGEMENTS

I would like to thank God for rewarding me the knowledge, skills, ability and determination to complete this study.

I would like to thank my committee members for the time and effort they put into helping me complete this course of study.

To my fiancé Frank, I would like to thank him for supporting and encouraging me through this last journey of the road. I love you.

To my very good friend and colleague, Dr. Anna King, I would like to thank you for all of the strength, support and encouragement you provided me during this journey. You were there at the beginning until the very end.

I would like to thank my close friends who supported, encouraged and motivated me throughout this entire process – Andrea Costley, Gradyne Brown, Brenda Brooks, Robert Patton, Kimberly Banks, Janice Kennedy and Peggy Bethea.

I would like to thank the school districts that agreed to participate in this study, and I hope this study will provide valuable information to you.

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CHAPTER I

INTRODUCTION

In recent years, the total number of students enrolled in elementary and

secondary schools in the United States has steadily increased. The National Center for

Education Statistics (NCES) projected the total student enrollment in public and private

schools will increase to 54.3 million students by year 2008, and to 55 million students by

year 2020 in the United States (U. S. Department of Education, National Center for

Education Statistics [NCES], 1998b).

There will also be a change in the student demographics within the United States.

Statistics predict between the year 2000 and 2020, there will be an increase in the

number of minority children. For example, the number of Hispanic children is expected

to increase from 7.9 million to 12.7 million in the United States (U. S. Department of

Education, 2000). As the student population increases, so does the need for additional

teachers to educate the students in the public and private schools. Researchers have

projected there will be a national need for nearly 2.2 million teachers over this decade

(Yasin, 1999).

In addition to the need for teachers in the nation, the standards for teachers to

teach in the classroom have been raised. Current national and state level policy focuses

on holding students accountable for achieving higher standards and mastering subject

matter and skills. The No Child Left Behind Act (NCLB) requires states to ensure that

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This dissertation follows the style of *Human Resource Development International*.

core-subject teachers are "highly qualified" by 2005. Teachers must be certified or have been granted an approved license by their state. Teachers must be able to show competency in the subject areas they teach (Strayhorn, 2003).

America will need a large number of teachers who are talented, committed, highly qualified and well prepared. Will there be enough teachers to educate the growing student population and to meet the new standards set by the national and state educational systems? This is a question many people are asking about the current teacher population. A great number of statistics and reports indicate that the nation is experiencing a teacher shortage. With a number of veteran teachers leaving the profession and new teachers exiting the profession within the first five years, researchers have stated the shortage of teachers exists because there are not enough qualified teachers to fill the number of vacant teaching positions. Other researchers believe the shortage in teachers is a result of the distribution of teachers. The teachers are not evenly distributed in the various subject areas such as math and science or in various regions and areas throughout the country. Urban and rural school districts are experiencing the biggest shortage of teachers. There are not enough teachers who are highly qualified and willing to teach in urban and/or rural schools, especially in schools that serve low-income or minority students (Voke, 2002).

According to the State Board of Educator Certification (Patterson, 2002), in 2000, there were more than 274,000 teachers working within the Texas school system. However, there is an additional 420,000 individuals in Texas who are certified to teach but have declined to teach within the school system. If these teachers were teaching in a

classroom, the schools in Texas would not be experiencing a teacher shortage. It has also become imperative for school districts and administrators to provide initiatives to attract those individuals with a Bachelor's degree in Education into the field of teaching as well as to implement effective retention strategies to keep highly qualified teachers from leaving the classroom. Currently, school districts have implemented several recruitment strategies for new teachers. Those strategies include higher beginning salaries, scholarship programs for students in education, student loan "forgiveness" programs and signing bonuses for both urban and rural teachers (Goldberg and Proctor, 2000).

Alongside teacher recruitment is teacher retention, which has declined. The decline in teacher retention is a leading factor to a broader scale shortage of teachers; therefore, teacher retention must be improved. Some of the issues that require improvement and change are the working conditions and incentives given to teachers so there will be more teachers to remain in the classrooms (Patterson, 2002).

Statement of the Problem

The number of graduates with Bachelor's degrees in education has increased over recent years; however, the number of individuals leaving the education field outnumbers the number of individuals entering the education field (National Commission on Teaching and America's Future [NCTAF], 2002). The teaching field represents four percent of the workforce; but it has a higher rate of employee turnover than many other professions (Center for the Study of Teaching Policy, 2001). There are alarming rates of teachers leaving the education profession within the first five years of teaching (NCTAF, 2002). Based on an analysis of the 1999-2000 school year by the

National Center for Education Statistics (NCES), approximately one third of the new

teachers in America exit the teaching field during their first three years and almost half

of the new teachers leave the teaching field within their first five years (NCTAF, 2002).

In Texas, 19 percent of the first year teachers exited the education field. Of the teachers

who remained after their first year, another 12 percent exited the education field at the

end of the second year. Almost 50 percent of the teachers left after the completion of

their fifth year of teaching (Texas Education Agency [TEA], 1995). As a result, school

districts are recruiting large numbers of teachers each school year due to the teacher

attrition rates. The areas most affected by teacher attrition are the urban and rural areas.

      In addition to the teacher attrition problem is the problem of unequal racial/ethnic

distribution of teachers. The minority student population represents 33 percent of the

student enrollment in the United States while the total percentage of minority teachers is

13.5 percent. The under representation of African American and Hispanic teachers in

urban school districts compared with the student population is more likely to become

worse over time because the proportion of African American and Hispanic teachers is

declining. About forty-two percent of all public schools in the United States do not have

any minority teachers on the school campus. It is predicted that by the end of the 21st

century, the percentage of minority teachers will fall to an all-time low of five percent

while the percentage of minority students will increase to forty-one percent (American

Association for Employment in Education [AAEE], 1998). School districts will need to

improve their efforts to recruit and retain highly qualified teachers, especially African

American and Hispanic teachers.

Purpose of the Study

The purpose of this study is to examine teacher recruitment and retention strategies for African American and Hispanic teachers within school districts who employ at least seven percent African American and Hispanic teachers, respectively, in selected school districts in Texas. The premise behind this study is: (a) effective teacher recruitment strategies will increase the number of African American and Hispanic teachers in the school system; and (b) effective retention strategies will help reduce the teacher attrition rate in school districts with African American and Hispanic teachers. This study will examine, through the use of a survey instrument, the factors associated with effective recruitment and retention initiatives for African American and Hispanic teachers within the selected school districts in Texas.

Research Questions

The following questions will guide this research study:

1. What are the characteristics of effective recruitment initiatives for African American and Hispanic teachers?

2. What are the effective retention initiatives and supportive measures or strategies in place to increase African American and Hispanic teacher retention?

Operational Definitions

For the purpose of this study, the following definitions apply:

Teacher retention – The proportion of teachers in one year who are still teaching in the following years (Texas Education Agency, 1995).

Teacher mobility – Teachers who move to another school or district to teach (Texas Education Agency, 1995).

Teacher supply – The total number of eligible individuals available from all sources who are willing to supply their services to teaching under prevailing conditions (Texas Education Agency, 1995).

Teacher demand – The number of teachers school districts are able to fund and willing to employ at a given time (Texas Education Agency, 1994).

Teacher attrition – The number of teachers in one year who are no longer teaching the following year (Texas Education Agency, 1995).

Classroom teacher – A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in a classroom situation. A classroom teacher is usually expressed in full-time equivalents (U. S. Department of Education, NCES, 2003a).

Racial/ethnic group – Classification indicating general racial or ethnic heritage based on self identification, as in data collected by the U. S. Bureau of the Census or on observer identification, as in data collected by the Office for Civil Rights (U. S. Department of Education, NCES, 2003a).

White – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (U. S. Department of Education, NCES, 2002).

African American – A person with origins in any of the black racial groups in Africa. Terms such "Haitian" or "Negro" can be used in addition to "Black or African American" (U. S. Department of Education, NCES, 2002).

Hispanic or Latino – A person who is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino" (U. S. Department of Education, NCES, 2002).

Importance of the Study

This study will provide valuable data to school districts, higher education institutions and state and federal governing bodies regarding effective recruitment and retention initiatives of African American and Hispanic teachers in the education field. The information gained in the study will also help to reduce the teacher shortage problem; therefore, school districts will be able to hire and retain highly qualified teachers who can provide quality teaching for the children in the public school system.

Limitations of the Study

In the context of this study, there are certain inherent limitations:

1. The study is limited to the teachers in the selected school districts participating in the study.

2. The study is limited to the extent to which the participants were truthful in their responses to the survey.

3. The findings from this study cannot be generalized to any other school districts other than those school districts participating in the study .

Organization of the Study

The study consists of five chapters. Chapter I provides an introduction and an overview of the problem. It includes the background information, the problem, the importance of the study, and the organization of the study. Chapter II is a review of the literature that is pertinent to the study. Chapter III explains the research design, the population and sample, the instrumentation, the procedures and the data analysis. Chapter IV presents the results of the study. Lastly, Chapter V is a discussion of the study with recommendations and summary.

CHAPTER II

REVIEW OF THE LITERATURE

The Student Population

According to the National Center for Education Statistics (NCES), the total

public school student enrollment in the United States has increased by five percent from

1995 to 2000. The United States public elementary enrollment rose by four percent

while secondary enrollment increased by eight percent. In 2001, the total public

elementary and secondary enrollment was 47,576,000 students in the United States. This

was an increase of 19.7 percent from 1986, when the total elementary and secondary

enrollment was 39,753,000 students in the United States (U. S. Department of

Education, NCES, 2003a). Table 1 shows the change in the percentage distribution of

the different racial/ethnic groups for the United States public elementary and secondary

schools. The U. S. Hispanic student population has made the most significant changes of

the three-racial/ethnic groups represented in Table 1.

Table 1 Percentage Distribution of Student Enrollment in Public Elementary and
Secondary Schools by Race/Ethnicity for the United States, Fall 1986 and Fall 2000

Year	*White*	*African American*	*Hispanic*
1986	70.4	16.1	9.9
2000	61.2	17.2	16.3

Note: Adapted from *Digest of Education Statistics, Tables and Figures, 2002* (Table 42)
by U. S. Department of Education, NCES, (2003b).

During the same period of Fall 1986 and Fall 2000, the percentage distribution of public elementary and secondary student race/ethnicity population for Texas differed from the national percentages. In Table 2, the public elementary and secondary student population race/ethnicity distribution for Texas is shown. The African American student population has remained steady. However, the Hispanic student population has experienced a gradual increase while the White student population has experienced a gradual decline. This shift in student enrollment demographics has been reported by the Texas Education Agency as well. Table 3 outlines the shift in the student diversity of Texas public schools over a nine-year period from 1994 to 2002.

Table 2 Percentage Distribution of Student Enrollment in Public Elementary and Secondary Schools by Race/Ethnicity for Texas, Fall 1986 and Fall 2000

Year	White	African American	Hispanic
1986	51.0	14.4	32.5
2000	42.0	14.4	40.6

Note: Adapted from *Digest of Education Statistics, Tables and Figures, 2002* (Table 42) by U. S. Department of Education, NCES, (2003b).

Table 3 Percentage Distribution of Student Enrollment in Public Elementary and Secondary Education by Race/Ethnicity for Texas, 1994 – 2002

Year	White	African American	Hispanic
1994	47.7	14.3	35.5
1995	47.1	14.3	36.1
1996	46.4	14.3	36.7
1997	45.6	14.3	37.4
1998	45.0	14.4	37.9
1999	44.1	14.4	38.6
2000	43.1	14.4	39.6
2001	42.0	14.4	40.6
2002	40.9	14.4	41.7

Note: Adapted from *Multi-Year Report: Selected State AEIS Data for 1994 to 2002* by Texas Education Agency, (2002b).

The Texas Education Agency has also reported an increase of Limited English Proficient (LEP) students from 13.4 percent during the 1996 – 1997 school year to 14.9 percent in the 2002 - 2003 school year (TEA, 1997; TEA, 2002b). All of the changes that occurred in student demographics are linked to several factors:

1. The high levels of immigration into Texas;

2. The different demographic trends among population subgroups; and

3. The economic conditions in Texas (Kirby, Naftel, and Berends, 1999).

In addition, the enlarged migration population has been reported as one of the reasons for the increased student population of economically disadvantaged or at-risk students in the Texas public school system (Kirby, Naftel and Berends, 1999).

Due to the increases in the elementary and secondary student enrollment in the Texas public school system, the number of students participating in the English as a Second Language programs and the special education programs has grown. This additional growth creates a higher demand for more teachers specializing in these areas (Clement, 2000).

The Teaching Population

The national percentage of minority teacher population has declined since 1977. In 1985, the percentage of all minority teachers was 10.5 percent, which was a decrease from 12.2 percent in 1977. Ebo (1988) showed in 1987, minority teachers accounted for only 10.3 percent of the teaching force in the United States.

Research conducted by the U. S. Department of Education, NCES (1993; 1997) shows the diversity composition of public school teachers in the United States remained steady from 1987 through 1994. Table 4 shows the percentages of White teachers, African American teachers, and Hispanic teachers in the United States over a seven-year period.

Table 4 Percentage Distribution of United States Public School Teachers by Race/Ethnicity: 1987-88 and 1993-94

Year	White	African American	Hispanics
1987-88	87.5	8.0	2.6
1993-94	86.2	8.6	3.7

Note: Compiled from *America's teachers: Profile of a profession*, (Table 2.11) by U. S. Department of Education, NCES (1993) and *America's teachers: Profile of a profession, 1993-94*, (Table A2.14) by U. S. Department of Education, NCES (1997).

Dee (2004) reported in 2000, the racial/ethnic percentages of teachers in the United States were eight percent African American teachers, six percent Hispanic teachers and 84 percent White teachers.

In Table 5, the U. S. Department of Education, NCES (2002) reported the actual number of teachers in the nation and the actual number of teachers in Texas from 1996 through 2001. The numbers show a steady increase in both numbers for teachers. However, a further look at the Texas teacher race/ethnicity data shows that the Hispanic teacher population is increasing at a faster rate than the African American teacher population as indicated in Table 6. Table 6 shows the race/ethnicity break down in percentages for White, African American, and Hispanic teachers in Texas during the 1995 through 2002 school years.

Table 5 Public Elementary and Secondary Teachers, for the United States and Texas: Fall 1996 to Fall 2001

Year	United States	Texas
1996	2,667,419	247,650
1997	2,746,157	254,557
1998	2,830,286	259,739
1999	2,910,633	267,935
2000	2,952,991	274,826
2001	2,988,379	281,427

Note: Adapted from *Digest of Education Statistics, Tables and Figures, 2002* (Table 66) by U. S. Department of Education, NCES, (2003c).

Table 6 Percentage of Texas Teachers by Race/Ethnicity: 1995 - 2002

Year	White	African American	Hispanic
1995	76.5	8.1	14.8
1996	76.1	8.1	15.1
1997	75.6	8.1	15.5
1998	75.3	8.1	15.8
1999	74.6	8.3	16.2
2000	74.0	8.6	16.6
2001	73.2	8.9	17.0
2002	72.5	9.1	17.5

Note: Adapted from Texas State Board for Educator Certification by Fuller, E. and Alexander, C., (2002b).

The Need for Diversity in the Workforce

According to Kirby, Naftel, and Berends (1999) and the Texas Education Agency (1994), there are three reasons for the Texas teaching force to reflect the racial/ethnic composition of the state: (a) students need role models of people in professional positions who are like them; (b) teachers may interact more successfully with students who share similar cultural backgrounds; and (c) diversity in the teaching force may foster students' knowledge and understanding of different cultures through the interactions with teachers.

Role Models. Wehrman (2002) reports it is important in communities, which have substantial student populations of color, to have teachers of color in the classroom as role models. Because the teacher and student share a prominent characteristic, there is speculation that students may form deeper bonds with teachers who are like them. As a

role model, the teacher is respected and becomes more effective in the classroom with the students (Nachbaur, 2004). It has been reported that a teacher of color as a role model will also help to boost minority students' confidence and enthusiasm for learning (Dee, 2004). Dee further states a stereotype threat can occur in situations where students perceive another individual of a different or the same culture background believes a stereotype regarding their ability. An example of a possible situation for stereotype threat occurrence is when a White teacher teaches an African American student.

Kane and Orsini (2002) found the presence of minority teachers can prevent minority students from experiencing diminished levels of aspiration or from feeling their educational endeavor is driven by White values and focused on White students. The race/ethnicity and background of the school's teachers reveal to students something about authority and power structures. The views, which students obtain from teachers in school about justice and fairness, also influence their future citizenship (King, 1991). If a student rarely sees individuals who look like them in a classroom, the potential for his/her consideration of teaching as a profession is likely to be significantly reduced (Howard, 2003).

Successful Interactions. Howard (2003) suggests students will benefit from having well-trained teachers who come from similar racial/ethnic and linguistic backgrounds. These teachers can contribute to the students' sense of belonging and academic achievement. The race/ethnicity and background of the teacher will influence a student.

Dee's (2004) research indicated that African American students who had an African American teacher for a year experienced a significant statistically three to five percentile point increase in math scores and a three to six percentile point increase in reading scores.

Irvine (2002) determined that African American educators have used culturally based practices for success with African American students. The exemplary African American teacher tends to use a wide variety of instructional strategies to address the learning styles of his or her students as well as culturally based practices. These culturally based practices were demonstrated in the African American educators' way of caring, the teaching strategies used in the classroom, and the beliefs about their students and themselves. The caring element demonstrated involves the perception given to students that their teachers are there to help them, and that the teachers have a willingness to assist them getting through difficulties. The African American teacher has the underlying belief system that they are giving back to the community, which fulfills a valuable tradition (Foster, 1993).

Knowledge and Understanding. In addition, minority teachers are important role models to non-minority students' images of what minority people can and do achieve (Kane and Orsini, 2002). Non-minority students will benefit from the opportunity to interact with minority teachers. The interaction with minority teachers will result in an increased familiarity with other cultures and an opportunity to observe the individuals in professional roles (Middleton, Mason, Stillwell, and Parker, 1988). Futhermore,

diversity in the teaching force will foster knowledge and understanding of different cultures on the part of all teachers (Kirby, Naftel, and Berends, 1999).

The Texas Educational Excellence Project compared minority and White students in school districts with a higher percentage of minority teachers to those in districts with fewer minority teachers. Researchers discovered a positive relationship between minority test scores and minority teachers. They also found a positive association between White student test scores and minority teachers. The study suggests programs directed at increasing the number of minority teachers will have benefits for all students ("Students fare better with minority teachers," 1998). Wehrman (2002) states that students in classrooms need to learn about the world diversity, which includes racial diversity.

Projections for Teacher Needs

In 1999, the need for elementary and secondary school teachers was projected to increase to 3.46 million by 2008 (Yasin, 1999). Schools will have to hire 200,000 teachers to keep pace with the rising student enrollment and teacher retirements. The United States Department of Education estimates that approximately 2.2 million teachers will be needed over this decade due to teacher attrition and retirement (Howard, 2003).

Although the number of teachers produced each year is gradually increasing, the reverse is the case with minority teachers. Fewer minority students are enrolling in education programs, which have caused a steady decrease in the number of minority teachers. For example, the percentage of first year minority students enrolled in historically black colleges and universities majoring in education fell from 13.4 percent

in 1977 to 8.7 percent in 1986 (Ebo, 1988). The United States Department of Education

statistics revealed during the 1999-2000 school year African Americans made up 17

percent of the nation's K-12 student population, but only seven percent of the teaching

population, while Hispanics constituted 15 percent of the student population and only

four percent of the teaching population (Bracey and Molnar, 2003).

National Teacher Shortage

At the beginning of each school year, new teachers flow into the school system.

By the end of each school year, numerous teachers exit from the school system to retire

or to seek better pay and more congenial working conditions in other occupations.

Research has shown approximately one third of the nation's teachers leave the education

profession during their first three years of teaching, and almost half of the new teachers

leave within their first five years of teaching (Weaver, 2002). The annual departure rate

for teachers is between 14 and 17 percent, while the departure rate across other

professions is 11 percent as cited by the Bureau of National Affairs. The report indicated

that almost half of all teacher attrition is due to dissatisfaction or teachers seeking better

careers with higher salaries. Due to the teacher attrition rate, the United States

Department of Education estimates approximately 2.2 million teachers will be needed

over this decade, which is an average of more than 200,000 new teachers annually

(Howard, 2003).

Where will these new teachers come from? A report issued by the National

Commission on Teaching and America's Future (NCTAF) revealed the number of

teachers successfully completing education programs each year is more than enough to

satisfy the demand (Darling-Hammond, 2003). However, the teacher shortage problem begins to exist because only 60 percent of all newly prepared teachers actually enter into the education field as full-time teachers (Howard, 2003).

The teacher shortage problem can be reviewed as a problem of teacher attrition, distribution, and retention. One explanation given for the shortage by researchers is the lack of educators willing to work for the salaries and under the working conditions offered in specific locations (NCTAF, 2002). While there are reported limited amounts of teachers in some states and districts, there are often surpluses of teachers in other states. The American Association of Employment in Education (AAEE)(1998) reports surpluses of teachers in most subject areas in the Northwest, Rocky Mountains, Northeast, and most Middle Atlantic States. In comparison, shortages of teachers have been reported in many subject areas in Alaska, the West and the South. States with fewer teacher shortages offer higher salaries in conjunction with policies that are more supportive of the education program. There was also a greater number of teacher preparation institutions located in these states. Within many states, most wealthy districts have the surpluses of teachers while the poorer districts where lower salaries and less attractive working conditions are prevalent have difficulty-hiring teachers (NCTAF, 2002). Although the suburban and the rural school districts have encountered varying degrees of teacher shortages, the hiring problems are more common in the urban schools, typically in the low-income areas (Howard, 2003). There are many factors cited for the teacher shortages, which include teacher attrition, student enrollment, new classroom policies, teacher retirement, and teacher quality requirements. All of these factors have

become major challenges for all school districts throughout the nation (Murphy and DeArmond, 2003).

Several researchers argue that quality, not quantity, should be the focus on any teacher supply discussion. Schools have reported difficulty finding quality teachers to fill positions (Murphy and DeArmond, 2003). Many new teachers, even those who are certified, enter the education profession without adequate preparation as well as a considerable number of veteran teachers who remain in the school system and are performing poorly (Education Commission of the States, 2000). In an effort to improve teacher quality, the Elementary and Secondary Education Act (ESEA), renamed the No Child Left Behind Act (NCLB), requires that by the 2005 – 2006 academic year all public school teachers be "highly qualified" according to a definition written into the law. Therefore, teachers must be fully licensed and certified by state law excluding temporary certification. New teachers will be required to pass tests in the subject they teach, and secondary school teachers will need to major in the subject they teach or pass certification tests in the subject. Veteran teachers will have to demonstrate competency through other means such as classroom evaluations, peer reviews, or reports from professional development courses (AAEE, 1998). The NCLB Act's requirement of "highly qualified" teachers has created major obstacles for school districts especially in the urban and poor rural areas.

Texas Teacher Shortage

The total teaching force in Texas at the beginning of any given school year is composed of three groups of teachers:

1. The continuing teachers who were present and teaching in the previous year;

2. The new teachers entering into the school system; and

3. The returning teachers and migrating teachers.

Returning teachers are those individuals who were previously teaching in the Texas public school system and are returning to a teaching position after a break in service. The migrating teachers are those educators who are transferring from other teaching positions in private schools or from other states (Kirby, Naftel, and Berends, 1999). There is also a fourth group that has not been included in the teaching force categories. This group represents the teachers who have completed a teacher preparation program, but did not enter into the education field. A study conducted in Texas revealed that 30 percent of those individuals who studied to become teachers have never entered into the teaching field (Gonzales, 1999). Therefore, certified teachers not entering in the education profession become another factor in the teacher shortage dilemma.

Each year, teacher shortages are increased due to teacher attrition. The National Commission on Teaching and America's Future (NCTAF, 2002) revealed in a report 74 percent of the 63,000 vacant teaching positions in the state of Texas, which needed to be filled during the 1998 – 1999 school year, were attributed to teachers leaving the profession prior to retirement. In comparison, 17 percent of the vacancies resulted from

teacher retirements, and nine percent were positions created to accommodate the increased student enrollment.

The teacher shortage varies within the state of Texas in its severity by region and by school district; yet, it exists in every part of the state, and deepens each year. Within this decade, it will be necessary to hire increasingly large numbers of novice teachers as the student enrollment will reach an all time high by 2007 and continue to increase. In addition, a large number of the current veteran teachers will retire (Marshall, R. L. and Marshall, I. H., 2003). It was predicted the demand for school personnel from 1996 – 2006 to serve the growing student enrollment would increase by as much as 21 percent in staffing for teachers, librarians, and counselors (Texas Center for Educational Research, 1999). Fuller (2002a) with the State Board for Educator Certification reported Texas would continue to have a shortage of teachers. The teacher shortage will grow to more than 50,000 teacher shortages by 2010, unless the state does something to attract and retain teachers. In another study conducted by The University of Texas, it was projected Texas will have a 66,000 teacher shortage by the year 2020 (Kirsch, 2000).

Minority Teacher Shortage

A teaching force, which is reflective of the racial/ethnic composition of the state, is an adopted objective of the Texas Education Agency (Kirby, Naftel, and Berends, 1999). School district personnel are challenged to fill their vacancies with a teaching staff that mirrors the student enrollment demographics within the school district. In the current market for teaching jobs, one of the more difficult things than finding a highly qualified teacher is finding a qualified minority teacher. A school district's best

recruitment efforts can be wasted if there are not enough African American, Hispanic, or other minority candidates moving through the teacher pipeline.

Nearly one-third of school age children in the United States are members of a minority group compared with about 12 percent of teachers (Archer, 2000). There is a growing disparity between the demographics of teacher population and the demographics of the nation's student population. The teacher population is overwhelmingly White and female, but the student population in K-12 is becoming increasingly minority (Murphy and DeArmond, 2003). It is expected between 2030 and 2040, racial and ethnic minorities will make up more than half of the nation's student population (Archer, 2000).

Texas Education Agency reported in the 2000 – 2001 Academic Excellence Indicator System (AEIS) reports that Texas has 58 percent minority student representation and only 27 percent minority teacher representation (Marshall, R. L. and Marshall, I. H., 2003). The distribution of teachers by race/ethnicity and by assignments is more disproportionate for African American and Hispanic teachers in districts with greater than 60 percent economically disadvantaged student population (Kirby, Naftel, and Berends, 1999). If there is not a change in the supply of teachers, specifically minority teachers, the probability will increase that the majority of students in the state of Texas will complete their twelve years of schooling without having a minority teacher at some point of their schooling.

National Teacher Recruitment Initiatives

Nationally, in response to teacher shortages caused by high student enrollment growth, teacher retirements, teacher attrition, and the reduction of student teacher ratios, schools are pursing aggressive strategies to recruit highly quality elementary and secondary teachers (Hirsch, 2001). There have been two broad themes in the recruitment efforts:

1. Increasing the pipeline of potential teachers; and

2. Providing incentives for educators to work in areas of the highest need.

Enhanced recruitment efforts are necessary for high need areas. These efforts should encourage teachers to specialize in subject areas and seek jobs in geographic regions where there are teacher shortages (Curran, Abrahams, and Manuel, 2000). Policy makers suggest the development of a comprehensive strategy to address teacher recruitment.

Increasing the Pipeline. The National Education Association (2003a) recommends the following strategies for the recruitment of minority teachers:

1. Early prospective teacher identification initiatives through secondary school surveys, counseling, motivational workshops, summer college preparatory;

2. Use aggressive recruitment activities such as holding orientations, recruiting transfer students from two-year colleges, sponsoring future teachers clubs, organizing media campaigns and recruiting minorities to teaching from business and the military sector;

3. Financial aid, including fellowships, scholarships, and forgivable loans, targeting students who intend to teach;

4. Social and economic support including improving test-taking skills and providing academic counseling and tutoring; and

5. Mentoring in the school setting.

On the national level, the focus should begin with improved quality of instruction to yield a greater pool of college-bound students and use programs targeted at high school juniors and seniors that will recruit academically able students into the education field (Micheal-Bandele, 1993). This strategy develops the students' interest in teaching before college (Berry, Darling- Hammond, and Hasselkorn, 1998).

The recruiting focus should be given to the four-year college students and the community college students (Banks, 1999). Programs developed to allow for smooth transition from the two-year community college to the four-year college with minimal loss of credits and articulation agreements coupled with mentoring programs at both institutions will support student success and retention (Berry, et al., 1998).

Schools should also target mid-career professionals in other fields and military personnel. These efforts will require some form of alternative certification (Education Commission of the States, 2004). Alternative certification can be done through the university or through "grow your own" projects in school districts that have been developed.

According to Allen, Palaich, and Athens (1999) licensing procedures should be simplified. States should increase license and benefit portability so teachers will benefit with more freedom to move in and out of different districts and hard-to-staff schools.

States should develop national and regional cooperatives to ensure ease of portability of teaching credentials.

Incentives for Educators. Various incentives are recommended to lure candidates into education. For example, loan forgiveness is an incentive used in several states. Loan forgiveness exempts the borrower from repaying the student loan if he or she teaches for a prescribed period of time in a hard-to-staff school (Berry et al., 1998; Allen, 2002). Loan forgiveness coupled with scholarships for individuals to teach in shortage areas and hard-to-staff schools upon graduation are used in many states (Allen et al., 1999).

Incentives, such as bonuses and salary increases to teach in hard-to-staff schools or subject shortage areas, have been instituted in recent years (Allen, 2002). Other programs such as retire/rehire programs, grow your own programs, high profile recruitment campaigns and tuition assistance programs for advanced degrees have helped recruitment efforts (Berry, et al., 1998; Allen et al., 1999).

Texas Teacher Recruitment Initiatives

In Texas, teacher recruitment is viewed as a policy issue. In 1988, the Texas Education Agency (TEA) established the Teacher Recruitment and Certification Project at the Region I Education Service Center. In 1992, the project was expanded to an additional five Education Service Centers (ESC) in the urban areas. This project and other initiatives continue at the state level under the Texas Teacher Recruitment, Retention, and Assistance Program (TTRRA). This program facilitates the search for the employment, and the retention of qualified, certified personnel to ensure excellence and provide equity in learning for all students (Texas Education Agency, 1995).

The state of Texas programs are primarily administered through ESCs while most school districts have their own initiatives (Texas Center for Educational Research, 1999). Additional efforts are directed toward retired military personnel, education paraprofessionals and high school students.

Legislation relating to the recruitment of teachers in Texas, which was implemented in September 1993 stresses:

1. Collaboration among the state, ESCs, and schools in the effort to identify secondary students for recruitment into the teaching profession;

2. Collaboration with the business community to develop recruiting programs;

3. Collaboration to promote teaching as a career; and

4. Development of teaching fellows programs (Texas Education Agency, 1994).

As of 2000, the state of Texas was involved in these strategies to recruit teachers.

1. Texas Education Agency developed and implemented a program to recruit talented students;

2. Identified need for teachers in specific areas;

3. Suggested for principals to appoint a volunteer teacher as a teacher recruiting officer; and

4. Included in bilingual education programs recruiting and training as teachers or instructional aides (Education Commission of the States, 2000).

Minority Teacher Recruitment Initiatives

The growing racial/ethnic imbalance between the student population and the teaching force continues to exacerbate the problem of the supply of highly qualified teachers (Clewell and Villegas, 2001). While the K-12 student population in the United States has become increasingly diverse over the last two decades with the student population one-third minority, but the teaching population in public schools in the United States has remained one-tenth minority (U. S. Department of Education, NCES, 1998a).

To decrease the shortage of teachers of color, Gordon (2000) says administrators and educators should seek ways to make the teaching profession attractive to students of color so all groups are more represented in future classrooms. Educational institutions must first ensure students of color obtain the skills needed for eventual success in their educational lives.

According to Gallegos (2000), although the number of minority college graduates is on the rise, their numbers still lag behind the overall White student population. Young people of color with college degrees gravitate toward more lucrative professions. Young people of color want to use their education to improve the quality of their personal and professional lives.

Michael-Bandele (1993) provides the following steps to address the recruitment of teachers of color.

1. Improve the quality of instruction at the K-12 level. This would yield a greater pool of college-bound students of color;

2. Direct recruitment strategies to formerly enlisted military personnel;

3. Recruit teachers of color from folding business/downsizing corporations;

4. Direct recruitment strategies to college students who have not declared their major;

5. Develop secondary based programs that prepare students for the teaching profession at an early age;

6. Allocate greater resources to educational systems to enhance working conditions of teachers;

7. Allocate monetary support such as tuition grants and academic programs to facilitate graduation and certification;

8. Structure teacher education programs so that class scheduling is convenient for persons with daytime responsibilities; and

9. Maintain information campaigns that inform the community of the crisis of the decline.

In an effort to attract Hispanic students to critical need areas such as math and science, Rodriquez (1984) suggests for school districts to find master teachers who are Hispanic. These teachers would serve as effective role models where one of their job duties would be to work with the Hispanic youth. It is also suggested for Hispanic teachers in over supplied discipline areas be retrained so they can teach the math and science areas.

According to Yasin and Albert (1999), in 1996 nine percent of the students enrolled in teacher education programs were African American and 4.7 percent were

Hispanic. They suggest continuing current initiatives, but doing more. They suggest adding the following initiatives:

1. Allow minority students to enter in teacher education programs with different admissions criteria;

2. Sponsor conferences and workshops aimed at minority students;

3. Hold institutions and school districts accountable to initiate plans to increase the recruitment and retention of minority teachers;

4. Devise strategic plans to attract potential teacher candidates;

5. Contribute financial assistance directly to minority teacher scholarships;

6. Attract nontraditional students; and

7. Create mentoring and exposure to teacher education workshops for students.

Futrell (1999), states the problem of minority teachers cannot be solved without addressing the fundamental problems of minority educational preparation throughout the pipeline. All stakeholders need to publicize the serious need for minority teachers in the areas of math, science and bilingual education.

Gursky (2002), points to minority serving institutions—historically black colleges and universities, tribal colleges, and Hispanic-serving institutions—as the biggest source of minority teachers. These institutions award almost half of the bachelor's degrees in education earned by minorities. The institutions are chronically under-funded compared to the national average. In addition, these schools face further cuts due to the inability of graduates to pass state exams to receive teaching certification.

These institutions may also face federal sanctions under the new higher education amendments (Gursky, 2002).

The National Education Association (2003a) has published Meeting the Challenges of Recruitment and Retention. The National Education Association is making efforts to start a clearinghouse type resource center in which districts can find resources, programs and suggestions in one place to help remedy the imbalance in the racial/ethnic makeup of school faculties by focusing particular attention on recruiting minority teachers.

National Teacher Retention Initiatives

Since the early 1990's, the annual number of teachers exiting the education field has surpassed the number of entrants. The exit amount reflects that less than 20 percent of the exodus is a result of teacher retirement (Darling-Hammond, 2003). Policymakers have responded to the teacher shortage problem by trying to increase the supply of teachers. Numerous states, school districts and schools have established several initiatives to recruit new teachers; however, these recruitment efforts have not solved the teacher staffing problems that schools face each year, which stem from teacher turnover. The turnover problem, although high for the entire teaching profession, is split into two categories: attrition and migration. Attrition represents those teachers who leave education altogether; it affects beginning teachers more than any other teaching group. Migration represents those individuals who move to teaching jobs in other schools (Ingersoll and Smith, 2003). Ingersoll (2001) found that the movement of teachers from school campus to school campus and from school district to school district accounted for

half of the turnover problems school campuses and school districts experience (Johnson and Birkeland, 2003).

Recruiting more teachers will not solve the teacher crisis if 40 to 50 percent of the new teachers leave the profession within a few short years. Therefore, the solution to the teacher shortage must include teacher retention (Ingersoll and Smith, 2003). The loss of a good teacher signifies the loss of a teacher's familiarity with the school's curriculum and involvement with students, parents, and colleagues; consequently, administrators and teachers must spend precious energy finding a replacement teacher (Johnson and Birkeland, 2003). Linda Darling-Hammond (2003) reported schools squander scarce resources trying to re-teach the basics and provide staff development each year to new teachers who come in with few tools and leave before they become skilled teachers. Consequently, large concentrations of unprepared teachers have created a drain on the school's financial and human resources. In order to increase teacher retention, educators must examine the factors that influence a teacher's decision to migrate to another school district or leave the education profession. NCTAF (2002) cites salaries, working conditions, teacher preparation and mentoring support in the early years of teaching as major factors in teacher retention.

Teacher Salaries. Teacher salaries have become a major part in the retention plan for teachers. Teachers are more likely to quit teaching when they work in school districts with lower wages and when their salaries are low relative to alternative wage opportunities (NCTAF, 2002). National Education Association (2003b) reported in 2001, teachers' average unadjusted annual base salary was $43,262, with more than half,

64 percent, reporting supplementary income averaging $3,528. Over a twenty-year period, the national average teacher salary has increased from $21,935 in 1983-84 to $46,826 in 2003-04. However, the average teacher salary increases by only $4,148 or 18.9 percent during the twenty-year period when the effects of price inflation are taken into account (National Education Association, 2004). Some states and school districts have adjusted their teachers' pay scale in order to target salary increases to attract new teachers in critical demand areas or to encourage experienced teachers to increase their skills and expertise. With the added skills and expertise, the experienced teacher can take on new leadership responsibilities, and the new teachers will become willing to move to hard-to-staff schools and remain in the classroom longer (National Education Association, 2003a).

Working Conditions. Working conditions, including professional teaching conditions, play a substantial role in the decision of teachers to leave a school campus, a school district or the education profession altogether. National survey data show teachers' plans to remain in teaching are highly sensitive to their perceptions of their working conditions (Darling-Hammond, 1997). The working conditions that affect teachers are different among the various types of schools, which include the high affluent wealthy schools, the low wealthy schools, the urban schools and the rural schools. Teachers in more advantaged communities experience much easier working conditions, including smaller class sizes and pupil loads and more control over decision-making within their schools (NCTAF, 2002). However, teachers in low wealth and urban school districts work under conditions, which threaten teacher morale and effectiveness.

Teachers are faced with the lack of resources, poor building conditions, lower pay and higher proportion of students who are struggling with the effects of poverty, broken homes, violence, substance abuse, and teen pregnancy (Claycomb, 2000).

Teacher Preparation. Alberts (1998) reported new teachers are generally held accountable for skills they have not acquired, which can only be gained through experience. The first years of teaching are particularly the most challenging; yet many new teachers are often given the least desirable courses and classrooms as well as the most challenging groups of students to teach (Johnson and Birkeland, 2003). Renard (2003) reviewed literature, which listed the major concerns of most new teachers as classroom management, student motivation, differentiation for individual student needs, assessment and evaluation of learning and dealing effectively with parents. These concerns play a major role in a new teacher's first years of teaching. A lot of new teachers are not prepared to handle these concerns. For example, data from a research study revealed nearly two-thirds of new teachers, who felt well prepared to design lessons, use a range of instructional methods, and assessment strategies with students, stated they plan to remain in the teaching field as long as possible. In comparison to these results, a little over one-third of the new teachers surveyed, who felt poorly prepared in these areas said they were committed to remaining in the education field (NCTAF, 2002). In order to keep good teachers, the focus must be placed on preparing teachers to work with enthusiasm, competence and a caring demeanor among all students in the schools (Nieto, 2003). The first years of teaching should be treated as a

learning phase in education while surrounding new teachers with a professional culture that supports teacher learning (Fiernan-Nemser, 2003).

Mentor Support. To establish a supportive environment for new teachers, schools must offer teachers professional development opportunities and provide a social setting in which teachers enjoy working. Teachers who feel welcome in their new school environment will form relationships, which will tie them to the school for years to come (Sargent, 2003). Research has shown clear evidence those beginning teachers, who have access to intensive mentoring by expert colleagues, are much less likely to leave teaching in the early years. Effective teacher induction programs will pair new teachers with a more experienced mentor who provides support and assistance to help novice teachers navigate the difficult early years of teaching as they perfect their teaching skills. Well-designed induction or mentoring programs have their value in reducing attrition rates among new teachers (NCTAF, 2002). Unfortunately, the quality of teacher induction programs varies widely. In 2001, a total of 28 states reported they have some form of a mentoring program for new teachers, but only ten states required mentoring programs and supported the requirement with funding. As a result, not all new teachers, who participate in mentoring programs, actually receive mentoring from a skilled veteran teacher who has released time during the school day to coach their mentee in the classroom (National Commission on Teaching and America's Future [NCTAF], 2003).

Texas Teacher Retention Initiatives

One of the most critical problems in teacher employment pertains to improving teacher retention. Within Texas, nearly 60 percent of teachers quit the profession after the first five years in the classroom. School districts are constantly hiring replacements for the mass exodus of new teachers. Research has shown almost 80 percent of the demand for teachers represents the need to replace experienced teachers who have left rather than to fill new classroom positions (Patterson, 2002). An additional complicating factor is the skilled labor shortage in the Texas economy and the competition for people with math, science and technology backgrounds. Schools have difficulty competing with private industry when they try to retain individuals who have obtained a Bachelor's degree in one of the high demanding fields (Marshall, R. L. and Marshall, I. H., 2003). The State Board for Educator Certification reported in 2002 there were 420,000 individuals in Texas who are certified to teach but decline to teach in the Texas public schools. Therefore, the problem is not the supply of teachers, but the unwillingness of teachers to work in Texas public schools (Patterson, 2002).

In an effort to improve teacher retention, Colleges of Education are collaborating with school districts to develop programs focused on teacher retention (Bracey and Molnar, 2003). An example of this collaboration is the Texas Teacher Recruitment, Retention and Assistance Program. This program is targeted toward addressing the shortage problem and increasing the diversity of the teaching population through pre-service assistance and support for teachers in the early years of their careers (Texas Center for Educational Research, 1999). Another mentoring and induction program

utilized in Texas is the Texas Beginning Educator Support System (TxBESS). This program is an initiative by the State Board for Educator Certification (SBEC). TxBESS is designed to provide systematic support for beginning teachers in their first and second years of teaching. The cost for the TxBESS program is approximately $3,000 to $7,000 per year per beginning teacher the cost includes stipends for mentor teachers, release time and substitute teachers for mentor and mentee teachers, and training for mentors and materials (Herbert and Ramsay, 2004).

In the Texas Teacher Recruitment and Retention Study conducted by the Texas Center for Educational Research (1999), the study revealed that school administrators believe induction year programs and mentoring are promising approaches to helping retain new teachers. However, many school districts have experienced budgetary cutbacks, which have led to insufficient financial resources to provide mentors with pay and release time to mentor new teachers. The study offered the following recommendations to improve teacher retention initiatives in Texas:

1. Develop, implement, and fund teacher induction programs in Texas public schools to assist new teachers in their first two years;

2. Provide financial support to teachers already in Texas classrooms who are willing to work toward new certification in a shortage field;

3. Provide increased support for educator preparation programs to offset the increased cost of field-based preparation; and

4. Provide a grant application program for school districts to encourage development of innovative teacher retention programs.

Minority Teacher Retention Initiatives

In 1993, 23 percent of all teachers in Texas were minorities. Hispanic teachers made up fourteen percent of all Texas teachers. African American teachers represented slightly over eight percent and were growing at the lowest rate of all racial/ethnic groups in Texas. The Hispanic teacher population has growth rates over five percent which is higher than any other racial/ethnic group in Texas (Texas Education Agency, 1994). Recently, during the 2003 school year, the Texas Education Agency reported minority teachers made up 27 percent of all teachers in Texas. Hispanic teachers made up 18 percent, and African Americans teachers made up nine percent of all Texas teachers. The Hispanic teacher population continues to grow at a faster rate than the African American teacher population. One reason for the disparity in the teacher population is the number of teachers entering and completing teacher certification programs.

In 2003, for Texas, only 501 African Americans were certified along with 2,682 Hispanics. Contrast those numbers with the 6,007 White undergraduates who received certification ("Minority teacher preparation in Texas," 2004). Further examination of the Texas teacher certification process reveals fewer new teachers are completing teacher preparation in the traditional undergraduate programs. More new teachers are being prepared in alternative certification and post-baccalaureate programs. These programs have become the primary source of minority teachers and male teachers (Herbert, 2004). Fuller (2003) reported in 2002 for Texas, 4,196 Hispanic teachers were awarded teaching certificates, of which 2,329 were obtained through standard undergraduate programs; 1,217 in alternative programs; 558 in post-baccalaureate programs; and 92 in

experienced-based programs. The same report revealed there were 1,534 African

American teachers awarded teaching certificates in Texas, of which 453 were obtained

through standard undergraduate programs; 584 in alternative programs; 437 in post-

baccalaureate programs; and 60 in experienced-based programs.

Nationally, the teacher attrition rates of White, African Americans and Hispanic

teachers are reported to be similar to the Texas teacher attrition rates, with African

American teachers being slightly more likely to leave the teaching field. In comparison,

data also revealed when school conditions such as geographic locations are taken into

account, African American teachers are actually less likely to leave than White teachers

(Texas Education Agency, 1995). Many minority teachers are employed predominately

in the urban areas. Over half of the African American teachers are employed in the seven

largest major urban school districts in Texas (Texas Education Agency, 1994). When

this is taken into consideration, African American teachers have higher retention rates in

the teaching workforce than White teachers. However, researchers have reported

Hispanic teachers with the lowest attrition rates of all the racial/ethnic groups in Texas

(Texas Education Agency, 1995).

Summary of Prior Research

Teaching is a large occupation that represents four percent of the entire civilian

workforce. For example, there are more than twice as many K-12 teachers as registered

nurses and five times as many teachers as either lawyers or professors (Ingersoll and

Smith, 2003). However, the teaching occupation has one of the highest turnover rates of

any occupation. While the average annual turnover rate in most other professions is 11

percent, teachers leave the education field at a rate of 16 percent a year. Teachers in high-poverty public schools leave the education field at a rate of 20 percent a year. Almost half of all teacher attrition is due to dissatisfaction with working conditions or teachers seeking better paying careers (Ingersoll, 2002). The Texas Center for Educational Research (2000) conducted a study, which revealed that Texas's teachers have an annual turnover rate of 15 percent that includes a 40 percent turnover rate for public school teachers in their first three years of teaching. Therefore, school districts and administrators must employ creative recruitment and retention initiatives to help reduce the teacher turnover rate.

Teacher recruitment and retention is a topic of national and state interest. The growing need for new teachers, including minority teachers and teachers in critical shortage areas such as special education, bilingual education, mathematics, science, and technology has received a surge of media attention. It has been estimated as many as two million new teachers will be needed during this decade to replace retiring teachers and to serve growing student enrollments (Texas Center for Educational Research, 2000). Nationally, 16 percent of all teachers are minorities compared with a student population that is nearly 40 percent minority. During the 1999 – 2000 school year, it was reported that 38 percent of public schools in the United States did not have a minority teacher in the schools' classrooms (Toppo, 2003). The Urban Teacher Challenge study in 1996 reported that without improved teacher development and recruitment practices, the nation will fail to build the highly qualified, diverse, and culturally sensitive teacher

workforce demanded by today's and tomorrow's classrooms (Fideler, Foster, and

Schwartz, 2000).

To address the growing teacher demands, many school districts are employing a

range of recruitment initiatives, including alternative licensure routes, job fairs, on-the-

spot contracts, online job-finding services, and monetary incentives (Fideler, Foster, and

Schwartz, 2000). In addition to the recruitment initiatives, school districts are investing

in keeping good teachers by offering competitive salaries, improving working conditions

and providing additional support and mentorship to new teachers during their first few

years of teaching. School districts can create a magnetic effect when they make it clear

they are committed to finding, supporting and keeping good teachers. Teachers,

including minority teachers, will gravitate to schools where they know they will be

appreciated and supported in their work.

CHAPTER III

METHODOLOGY

This chapter describes the methods used in conducting the study. The sections of this chapter are: purpose of the study, research design, population and sample, instrumentation, data collection procedures, and data analysis.

Purpose of the Study

The purpose of this study is to identify effective teacher recruitment and retention initiatives for African American and Hispanic teachers within Texas school districts, who employ at least seven percent African American and Hispanic teachers in Texas as reported to the Texas Education Agency. African American and Hispanic teachers in these selected school districts were surveyed to provide their knowledge and perception of recruitment and retention initiatives that were relevant to them in their employment with a school district. The survey also attempted to ascertain the effective recruitment and retention initiatives, which were perceived to help recruit and retain African American and Hispanic teachers in the education field today.

Research Design

The researcher employed quantitative research methods that used descriptive statistics. Descriptive statistics are defined as mathematical techniques for organizing, summarizing, and displaying a set of numerical data (Gall, Gall, and Borg, 2003). Spatz (1996) further defines descriptive statistics as a number that expresses some particular characteristic of a set of data. In addition, he states graphs and tables are often included in this category of statistics.

The researcher obtained information concerning the factors influencing recruitment and retention of African American and Hispanic teachers through a survey instrument that was and designed by the researcher. The participants responded to statements defining particular initiatives of recruitment and retention by utilizing a Likert-type scale for thirty-two questions. Additional information was obtained from the participants in the form of two open-ended questions at the end of the survey instrument.

Population and Sample

The subjects of this research study were African American and Hispanic teachers employed in school districts with a teacher population of at least seven percent of both African American and Hispanic teachers and a student population of at least 10,000 students reported to the Texas Education Agency. The selected school districts were selected from Texas Education Agency's Snapshot (2002b) data. The TEA Snapshot (2002b) data contains the Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS) data. This data encompasses all data requested and received by Texas Education Agency regarding public education, including student demographics and academic performance, personnel, financial, and organizational information. There were 14 school districts, which met the criteria of the study – at least seven percent of both African American and Hispanic teachers with a student population of 10,000 or greater.

The selected school districts received a letter (Appendix A) addressed to the superintendent of the school district requesting permission to conduct research within the addressed district. The letter assuring district confidentially and subject anonymity was

sent to the superintendent with a copy of the survey instrument (Appendix B). Four

school districts agreed to participate in the study. Due to the confidentially agreed upon

with the school districts, the exact list of participating school districts is not included in

this study. Only the following demographics of the teachers completing the survey are

stated in this study: ethnicity, gender, years in education, job position level, and degree

level.

After approval to conduct research was granted by the superintendent of the

school district or the designated district administrator, each participating school campus

principal received a letter (Appendix C) requesting his or her support and assistance with

the study. Each principal was asked to distribute to each African American and Hispanic

teacher on the campus an information letter (Appendix D) that outlined instructions for

the completion of the survey instrument (Appendix B).

The sample consisted of African American and Hispanic teachers who responded

to the survey in the four participating school districts in Texas. The teachers involved in

the study were distributed into three education categories representing the grade levels of

current job positions as noted in Table 7. Overall, there were 335 survey instruments

completed and returned from African American and Hispanic teachers out of a sample

population of 2688 African American and Hispanic teachers, which was an overall 12.5

percent return rate from all four participating school districts. There were 109 survey

instruments completed and returned from the African American teacher population out

of a sample population of 610 African American teachers, which was a 17.9 percent

return. In conjunction, there were 226 survey instruments completed and returned from

the Hispanic teacher population out of a sample population of 2078 Hispanic teachers,

which was an 11.9 percent return. The researcher also received an additional 34 survey

instruments completed by White teachers, who were not a part of the targeted

population. The return rate of the survey instruments was low from the participating

school districts because of the following factors: a) the nature of the study; b) the time of

the school year; c) the mandatory state and local assessment schedule; d) the distribution

of the survey instruments at the campus level; and e) the lack of interest by the

respondents. However, the feedback received from the respondents in the selected school

districts provides regional data from major areas in Texas.

Table 7 Job Positions by Education Grade Level Categories Used in Current Study

Categories	Number
Elementary (K-5)	168
Middle School (6-8)	71
High School (9-12)	128

Note: Compiled from data collected in the study.

Instrumentation

The survey instrument was designed and used to gain information on the

recruitment and retention initiatives used to attract and retain African American and

Hispanic teachers in Texas. The researcher chose the survey method of acquiring

information for the following reasons:

1. The survey was easy to administer to a large group;

2. The researcher was able to sample quickly and efficiently;

3. The researcher did not have to train the persons administering the survey; and

4. The sample population could answer the questions with assurance of anonymity.

The researcher developed the survey instrument. The researcher's review of the literature supported the recruitment and retention initiatives in the content of the survey instrument. The survey instrument followed a standard procedure recommended by Gall et al. (2003) and Spartz (1996).

The first portion of the survey instrument (Appendix B) requested background information about the participant, which included race/ethnicity, gender, years of teaching experience, current job position level, and degree level. The second part of the survey instrument consisted of recruitment and retention initiatives to identify the most effective recruitment and retention initiative for African American and Hispanic teachers. The information gathered in the recruitment section was designed to answer the first research question, and the information in the retention section was designed to answer the second and third research questions in the study. The Likert-type scale was used and participants were asked to respond to a list of recruitment and retention strategies by designating – VE – very encouraging; E – encouraging; D – discouraging; VD – very discouraging; and N/A – not applicable. The third portion of the survey instrument allowed the participants to answer two open-ended questions concerning any additional information the participant felt should be included in the study. The results from each item were tabulated through standard descriptive statistic procedures.

Procedures

To help ensure content validity of the survey instrument, a small group of ten teachers, African American and Hispanic, were asked to provide their input as subject matter experts (SME) on the content of the survey. Participants were encouraged to indicate clarification needs of the instrument and suggest additional recruitment and retention strategies that were not included in the survey instrument. The researcher made the adjustments to the survey instrument to achieve a valid instrument and an instrument that would retrieve the necessary information.

The survey instruments were sent to each participating school district's campuses during the middle of the Spring 2004 semester based on written and verbal reports from the central administration offices. Each campus principal received a packet of information. The packet of information included the following items:

1. A cover letter outlining the approval of the district's administration for the researcher's survey instruments to be distributed to African American and Hispanic teachers on the campuses (Appendix C).

2. Information letters (Appendix D) for each participant assuring subject anonymity and careful instructions for the completion of the attached survey instrument (Appendix B).

3. A self-addressed stamped envelope to the researcher for the return of the completed surveys from the campus.

The surveys were mailed in March 2004 and April 2004. The surveys were returned in April 2004 and May 2004. Follow-up telephone calls were placed to school district to help ensure return of surveys.

Data Analysis

The written survey instrument contained both close-ended and open-ended items. Close-ended responses on the 369 written surveys were coded 1, 2, 3, and 4 that corresponded with the Likert Scale. Items coded "1" indicated (VE) very encouraging; "2" indicated (E) encouraging; "3" indicated (D) discouragement; and "4" indicated (VD) very discouraging. In addition, (N/A) not applicable and blank items were not given a value.

Most of the responses to individual items were neatly marked as VE, E, D, VE; however, some respondents indicated N/A in addition to leaving the line blank on items that did not influence them. The results of the forced choice responses were entered into the statistical package for the Social Sciences (SPSS) data analysis tool in the computer. Using the frequency distribution procedure, and the descriptive procedures, the necessary statistics were calculated for each survey instrument statement. The results of the tabulation are discussed in Chapter IV.

The two questions in part three of the written survey instruments were open-ended and they were given a precoded category of "1." The "1" indicated that the participant answered one or more of the open-ended questions, which were answered by few participants. The responses will be included in a narrative analysis in Chapter IV only as they relate to the three research questions.

Statistics were used that consisted primarily of percentage comparisons to determine the relationship between group members and their responses to each of the questions. Multiple displays of tables were used to study findings from the researcher's survey instrument. The responses for each question were computed and evaluated according to the descriptive statistics.

Summary of Research Methods

The descriptive data collected from the participants' responses to the survey instrument will be used to identify effective and ineffective recruitment and retention initiatives for African American and Hispanic teachers. The information gained from the survey will be used in Chapter IV to analyze the data so that the research questions can be answered and the researcher can make conclusions.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

Chapter IV provides the results of the written survey instrument developed by the researcher to identify effective recruitment and retention initiatives used to attract and to retain the African American and Hispanic teacher population. The respondents of the study were African American and Hispanic teachers employed in school districts with a teacher population of at least seven percent of both African American and Hispanic teachers and a student population of at least 10,000 students reported to the Texas Education Agency. There were 14 school districts selected based on this criteria, and four school districts agreed to participate in the study. The survey instruments were mailed to the campus principal for distribution to the African American and Hispanic teachers employed on the school campus.

Overall, there were 335 survey instruments completed and returned from African American and Hispanic teachers out of a sample population of 2688 African American and Hispanic teachers, which is an overall 12.5 percent return rate from the four participating school districts. There were 109 survey instruments completed and returned from the African American teacher population out of a sample population of 610 African American teachers, which was a 17.9 percent return. In conjunction, there were 226 survey instruments completed and returned from the Hispanic teacher population out of a sample population of 2078 Hispanic teachers, which was an 11.9 percent return. The researcher also received an additional 34 survey instruments completed by White

teachers, who were not a part of the targeted population. The return rate of the survey instruments was low from the participating school districts because of the following factors:

1. The nature of the study;

2. The time of the school year;

3. The mandatory state and local assessment schedule;

4. The distribution of the survey instruments at the campus level; and

5. The lack of interest by the respondents.

Results

In Table 8, the researcher outlined the demographic characteristics of the respondents participating in the study. According to the information completed, most of the teachers who participated in the study were female and Hispanic. There were 78.9 percent females, 20.6 percent males and 0.5 percent participants who chose to remain anonymous. The race/ethnicity of the responding teachers was 29.5 percent African American; 61.2 percent Hispanic and 8.9 percent other (White).

The researcher divided the instructional level taught into three categories: 1) elementary, for grades kindergarten to fifth grade; 2) middle school, for grades sixth to eighth grade; and 3) high school, for grades ninth to twelfth grade. The majority of the teachers responding to the survey were teaching in the elementary schools as indicated in Table 8. There was a 45.5 percentage of teachers at the elementary level; a 19.2 percentage of teachers at the middle school level; a 35.2 percentage of teachers at the high school level, and a 0.3 percentage of teachers who chose not to respond to the question.

The years of experience of the teachers responding to the survey were varied from a first year of teaching experience to 20+ years of teaching experience. The researcher divided the years of experience into six categories. As shown in Table 8, the teachers with 20+ years of teaching experience had the highest percentage of participation at 28.7 percent. The remaining percentages for the years of experience categories were the following: 6 – 10 years of experience with 19.2 percent; 3 - 5 years of experience with 17.6 percent; 0-2 years of experience with 12.5 percent; 11- 15 years of experience with 10.8 percent; and 16 – 20 years of experience with 10.3 percent. Three of the respondents, 0.8 percent, did not answer this question.

Table 8 Demographic Characteristics of Respondents to the Study (N = 369)

Demographic characteristics	Frequency	Percent
Gender		
Female	291	78.9
Male	76	20.6
Non-Respondents	2	.5
Total	369	100.0
Ethnicity		
African American	109	29.5
Hispanic	226	61.3
Other (White)	33	8.9
Non-Respondents	1	0.3
Total	369	100.0
Grade Level Taught		
Elementary (K-5)	168	45.5
Middle School (6-8)	71	19.2
High School (9-12)	129	35.0
Non-Respondents	1	0.3
Total	369	100.0
Years of Experience		
0 – 2	46	12.5
3 – 5	65	17.6
6 – 10	71	19.2
11 – 15	40	10.8
16 – 20	38	10.3
20 +	106	28.8
Non-Respondents	3	0.8
Total	369	100.0

Table 9 provides information concerning the highest degree attained and the teacher certification route of the respondents. The highest degree achieved by more than half of the respondents, 63.4 percent, was a Bachelors degree. A Masters degree was achieved by 34.7 percent of the respondents; and 0.8 percent had attained a Doctorate degree. Four of the respondents did not provide information for this question.

In conjunction to the reported education level, 58 percent of the respondents received their teaching certificate as a part of their Bachelors degree as indicated in Table 9. An alternative certification programs was completed by 22.5 percent of the respondents for a teaching certificate. In addition, 16.8 percent of the respondents reported they received their teaching certification as a part of a graduate program, and ten respondents did not answer the question.

Table 9 Education and Certification Routes of Respondents (N = 369)

Education and Certification	Frequency	Percent
Degree Level		
Bachelors	234	63.4
Masters	128	34.7
Doctorate	3	0.8
Non-Respondents	4	1.1
Total	369	100.0
Teaching Certification Routes		
Part of Bachelors Degree	214	58.0
Part of Alternative Certification Program	83	22.5
Part of Graduate Program	62	16.8
Non-Respondents	10	2.7
Total	369	100.0

Table 10 provides the most influential person in the African American and Hispanic respondents' decision to choose the teaching profession as a career. The respondents were able to select multiple responses to the question. The most influential person for African American teachers, 50.4 percent, and Hispanic teachers, 46.9 percent, was a family member. The remaining top five percentages of influential people for the African American respondents were the following: an elementary teacher, 28.4 percent; a high school teacher, 27.5 percent; a friend, 19.3 percent; and a middle school teacher, 13.8 percent. Other reported influential people for African Americans were a counselor at 4.6 percent and a high school principal at 2.8 percent. The least influential person for African American teachers, 0.9 percent, was an elementary principal.

The Hispanic teachers reported the same remaining top five influential people as the African American teachers. The percentages were the following: a elementary teacher, 24.3 percent; a high school teacher, 20.4 percent, a friend, 13.3 percent and a middle school teacher, 7.1 percent. A middle school principal as an influential person for the Hispanic teacher population was reported percentage of 1.8 percent; while the least influential person for Hispanic teachers was split between a high school principal and an elementary principal with each reporting 1.3 percent.

The respondents were also given the opportunity to provide additional people who helped to influence their decision to teach that did not fall into any of the categories listed on the survey instrument. Both African American and Hispanics reported a self-motivated decision as the top influential person in the "other" category as indicated in Appendix E.

Table 10 Most Influential Person on Decision to Teach. (Multiple responses were possible, N = 369)

Most Influential Person	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Family	55	50.4	106	46.9	161	48.1
Elem Teacher	31	28.4	55	24.3	86	25.7
HS Teacher	30	27.5	46	20.4	76	22.7
Friend	21	19.3	30	13.3	51	15.2
MS Teacher	15	13.8	16	7.1	31	9.3
Counselor	5	4.6	8	3.5	13	3.9
HS Principal	3	2.8	3	1.3	6	1.8
MS Principal	2	1.8	4	1.8	6	1.8
Elem Principal	1	0.9	3	1.3	4	1.2
Other	13	12.0	37	16.4	50	14.9

The second part of the survey instrument contained 32 close-ended response statements pertaining to recruitment and retention initiatives used to recruit and to retain teachers. Each item was analyzed by coding the results using 1, 2, 3, or 4 that corresponded with the Likert Scale (very encouraging, encouraging, discouraging, and very discouraging) into statistical charts that provided information for descriptive statistical analysis. In addition, not applicable (N/A) responses and blank items were not given a value. The survey instrument also contained open-ended questions, which allowed the respondents to provide further insight into other recruitment and retention initiatives to be considered. The results of the survey instrument provided the answers to the two research questions, which guide the study:

1. What are the characteristics of effective recruitment initiatives for African American and Hispanic teachers?

2. What are the effective retention initiatives and supportive measures or strategies in place to increase African American and Hispanic teacher retention?

The responses given by the African American and Hispanic teachers to the recruitment and retention initiatives listed on the survey instrument were organized into tables to report the results of the respondents. Each of the recruitment and retention initiative results was discussed in the paragraphs, which preceded the table. The responses of each closed-ended statement were reported into three subgroups: encouraging, for very encouraging and encouraging responses; discouraging, for discouraging and very discouraging responses; and not applicable, for not applicable and

blank responses. The first 15 closed-ended statements related to the initiatives influencing the recruitment of teachers in the education field. The remaining 17 closed-ended statements related to the strategies influencing the retention of teachers in the education field. The last two open-ended questions requested additional information on how recruitment and retention of African American and Hispanic teachers can be improved.

Recruitment Initiative: Salary. In Table 11, salary was an encouraging recruitment factor for 58.7 percent of the African American respondents; salary was a discouraging recruitment factor for 26.6 percent of the African American respondents; and salary was not applicable for 14.7 percent of the African American respondents. For the Hispanic respondents, salary was an encouraging recruitment factor for 58.8 percent of the Hispanic respondents; salary was a discouraging recruitment factor for 24.3 percent of the Hispanic respondents; and salary was not applicable for 16.8 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed salary was an encouraging recruitment factor for 58.8 percent of the respondents; salary was a discouraging recruitment factor for 25.1 percent of both African American and Hispanic respondents; and salary was not applicable for 16.1 percent of both African American and Hispanic respondents.

Recruitment Initiative: Benefits. In Table 11, benefits were an encouraging recruitment factor for 60.6 percent of the African American respondents; benefits were a discouraging recruitment factor for 21.1 percent of the African American respondents; and benefits were not applicable for 18.3 percent of the African American respondents.

For the Hispanic respondents, benefits were an encouraging recruitment factor for 66.8 percent of the Hispanic respondents; benefits were a discouraging recruitment factor for 16.8 percent of the Hispanic respondents; and benefits were not applicable for 16.4 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed benefits were an encouraging recruitment factor for 64.8 percent of the respondents; benefits were a discouraging recruitment factor for 18.2 percent of both African American and Hispanic respondents; and benefits were not applicable for 17.0 percent of both African American and Hispanic respondents.

Table 11 Recruitment Initiatives Number 1, Salary, and Number 2, Benefits (N = 369)

Recruitment Initiatives	*African American*		*Hispanic*		*Total*	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Salary						
Encouraging	64	58.7	133	58.8	197	58.8
Discouraging	29	26.6	55	24.3	84	25.1
Not Applicable	16	14.7	38	16.8	54	16.1
Benefits						
Encouraging	66	60.6	151	66.8	217	64.8
Discouraging	23	21.1	38	16.8	61	18.2
Not Applicable	20	18.3	37	16.4	57	17.0

Recruitment Initiative: Contribution to Humanity. In Table 12, contribution to humanity was an encouraging recruitment factor for 86.2 percent of the African American respondents; contribution to humanity was not a discouraging recruitment factor for any of the African American respondents; and contribution to humanity was not applicable for 13.8 percent of the African American respondents. For the Hispanic respondents, contribution to humanity was an encouraging recruitment factor for 88.9 percent of the Hispanic respondents; contribution to humanity was a discouraging recruitment factor for 0.9 percent of the Hispanic respondents; and contribution to humanity was not applicable for 10.2 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed contribution to humanity was an encouraging recruitment factor for 88.1 percent of the respondents; contribution to humanity was a discouraging recruitment factor for 0.6 percent of both African American and Hispanic respondents; and contribution to humanity was not applicable for 11.3 percent of both African American and Hispanic respondents.

Recruitment Initiative: Individual Social Status. In Table 12, individual social status was an encouraging recruitment factor for 35.8 percent of the African American respondents; individual social status was a discouraging recruitment factor for 10.1 percent of the African American respondents; and individual social status was not applicable for 54.1 percent of the African American respondents. For the Hispanic respondents, individual social status was an encouraging recruitment factor for 39.8 percent of the Hispanic respondents; individual social status was a discouraging recruitment factor for 8.8 percent of the Hispanic respondents; and individual social

status was not applicable for 51.3 percent of the Hispanic respondents. Combining the

two groups, African American and Hispanic respondents, revealed individual social

status was an encouraging recruitment factor for 38.5 percent of the respondents;

individual social status was a discouraging recruitment factor for 9.3 percent of both

African American and Hispanic respondents; and individual social status was not

applicable for 52.2 percent of both African American and Hispanic respondents.

Table 12 Recruitment Initiatives Number 3, Contribution to Humanity, and Number 4, Individual Social Status (N = 369)

Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Contribution to Humanity						
Encouraging	94	86.2	201	88.9	295	88.1
Discouraging	0	0.0	2	0.9	2	0.6
Not Applicable	15	13.8	23	10.2	38	11.3
Individual Social Status						
Encouraging	39	35.8	90	39.8	129	38.5
Discouraging	11	10.1	20	8.8	31	9.3
Not Applicable	59	54.1	116	51.3	175	52.2

Recruitment Initiative: Size of District/School. In Table 13, size of district/school was an encouraging recruitment factor for 50.5 percent of the African American respondents; size of district/school was a discouraging recruitment factor for 1.8 percent of the African American respondents; and size of district/school was not applicable for 47.7 percent of the African American respondents. For the Hispanic respondents, size of district/school was an encouraging recruitment factor for 42.0 percent of the Hispanic respondents; size of district/school was a discouraging recruitment factor for 7.1 percent of the Hispanic respondents; and size of district/school was not applicable for 50.9 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed size of district/school was an encouraging recruitment factor for 44.8 percent of the respondents; size of district/school was a discouraging recruitment factor for 5.4 percent of both African American and Hispanic respondents; and size of district/school was not applicable for 49.9 percent of both African American and Hispanic respondents.

Recruitment Initiative: Curriculum. In Table 13, curriculum was an encouraging recruitment factor for 59.6 percent of the African American respondents; curriculum was a discouraging recruitment factor for 8.3 percent of the African American respondents; and curriculum was not applicable for 32.1 percent of the African American respondents. For the Hispanic respondents, curriculum was an encouraging recruitment factor for 60.2 percent of the Hispanic respondents; curriculum was a discouraging recruitment factor for 10.6 percent of the Hispanic respondents; and curriculum was not applicable for 29.2 percent of the Hispanic respondents. Combining the two groups,

African American and Hispanic respondents, revealed curriculum was an encouraging

recruitment factor for 60.0 percent of the respondents; curriculum was a discouraging

recruitment factor for 9.9 percent of both African American and Hispanic respondents;

and curriculum was not applicable for 30.1 percent of both African American and

Hispanic respondents.

Table 13 Recruitment Initiatives Number 5, Size of District/School, and Number 6, Curriculum (N = 369)

Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Size of District / School						
Encouraging	55	50.5	95	42.0	150	44.8
Discouraging	2	1.8	16	7.1	18	5.4
Not Applicable	52	47.7	115	50.9	167	49.9
Curriculum						
Encouraging	65	59.6	136	60.2	201	60.0
Discouraging	9	8.3	24	10.6	33	9.9
Not Applicable	35	32.1	66	29.2	101	30.1

*Recruitment Initiative: Signing Bonu*s. In Table 14, signing bonus was an encouraging recruitment factor for 18.3 percent of the African American respondents; signing bonus was a discouraging recruitment factor for 14.7 percent of the African American respondents; and signing bonus was not applicable for 67.0 percent of the African American respondents. For the Hispanic respondents, signing bonus was an encouraging recruitment factor for 20.4 percent of the Hispanic respondents; signing bonus was a discouraging recruitment factor for 13.7 percent of the Hispanic respondents; and signing bonus was not applicable for 65.9 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed signing bonus was an encouraging recruitment factor for 19.7 percent of the respondents; signing bonus was a discouraging recruitment factor for 14.0 percent of both African American and Hispanic respondents; and signing bonus was not applicable for 66.3 percent of both African American and Hispanic respondents.

Recruitment Initiative: Helping Young People. In Table 14, helping young people was an encouraging recruitment factor for 96.3 percent of the African American respondents; helping young people was not a discouraging recruitment factor for any of the African American respondents; and helping young people was not applicable for 3.7 percent of the African American respondents. For the Hispanic respondents, helping young people was an encouraging recruitment factor for 95.6 percent of the Hispanic respondents; helping young people was a discouraging recruitment factor for 1.3 percent of the Hispanic respondents; and helping young people was not applicable for 3.1 percent of the Hispanic respondents. Combining the two groups, African American and

Hispanic respondents, revealed helping young people was an encouraging recruitment

factor for 95.8 percent of the respondents; helping young people was a discouraging

recruitment factor for 0.9 percent of both African American and Hispanic respondents;

and helping young people was not applicable for 3.3 percent of both African American

and Hispanic respondents.

Table 14 Recruitment Initiatives Number 7, Signing Bonus, and Number 8, Helping Young People (N = 369)

Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Signing Bonus						
Encouraging	20	18.3	46	20.4	66	19.7
Discouraging	16	14.7	31	13.7	47	14.0
Not Applicable	73	67.0	149	65.9	222	66.3
Helping Young People						
Encouraging	105	96.3	216	95.6	321	95.8
Discouraging	0	0.0	3	1.3	3	0.9
Not Applicable	4	3.7	7	3.1	11	3.3

Recruitment Initiative: Class Size. In Table 15, class size was an encouraging

recruitment factor for 41.3 percent of the African American respondents; class size was a

discouraging recruitment factor for 20.2 percent of the African American respondents;

and class size was not applicable for 38.5 percent of the African American respondents.

For the Hispanic respondents, class size was an encouraging recruitment factor for 38.1

percent of the Hispanic respondents; class size was a discouraging recruitment factor for

29.2 percent of the Hispanic respondents; and class size was not applicable for 32.7 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed class size was an encouraging recruitment factor for 39.1 percent of the respondents; class size was a discouraging recruitment factor for 26.3 percent of both African American and Hispanic respondents; and class size was not applicable for 34.6 percent of both African American and Hispanic respondents.

Recruitment Initiative: Needed a Job. In Table 15, needed a job was an encouraging recruitment factor for 68.8 percent of the African American respondents; needed a job was not a discouraging recruitment factor for any of the African American respondents; and needed a job was not applicable for 31.2 percent of the African American respondents. For the Hispanic respondents, needed a job was an encouraging recruitment factor for 61.5 percent of the Hispanic respondents; needed a job was a discouraging recruitment factor for 1.8 percent of the Hispanic respondents; and needed a job was not applicable for 36.7 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed needed a job was an encouraging recruitment factor for 63.9 percent of the respondents; needed a job was a discouraging recruitment factor for 1.2 percent of both African American and Hispanic respondents; and needed a job was not applicable for 34.9 percent of both African American and Hispanic respondents.

Table 15 Recruitment Initiatives Number 9, Class Size, and Number 10, Needed a Job (N = 369)

Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Class Size						
Encouraging	45	41.3	86	38.1	131	39.1
Discouraging	22	20.2	66	29.2	88	26.3
Not Applicable	42	38.5	74	32.7	116	34.6
Needed a Job						
Encouraging	75	68.8	139	61.5	214	63.9
Discouraging	0	0.0	4	1.8	4	1.2
Not Applicable	34	31.2	83	36.7	117	34.9

Recruitment Initiative: Location of Job. In Table 16, location of job was an encouraging recruitment factor for 73.4 percent of the African American respondents; location of job was a discouraging recruitment factor for 5.5 percent of the African American respondents; and location of job was not applicable for 21.1 percent of the African American respondents. For the Hispanic respondents, location of job was an encouraging recruitment factor for 68.1 percent of the Hispanic respondents; location of job was a discouraging recruitment factor for 4.9 percent of the Hispanic respondents; and location of job was not applicable for 27.0 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed location of job was an encouraging recruitment factor for 69.9 percent of the respondents; location of job was a discouraging recruitment factor for 5.1 percent of

both African American and Hispanic respondents; and location of job was not applicable

for 25.1 percent of both African American and Hispanic respondents.

Recruitment Initiative: Additional Employment Opportunities. In Table 16,

additional employment opportunities were an encouraging recruitment factor for 33.0

percent of the African American respondents; additional employment opportunities were

a discouraging recruitment factor for 6.4 percent of the African American respondents;

and additional employment opportunities were not applicable for 60.6 percent of the

African American respondents. For the Hispanic respondents, additional employment

opportunities were an encouraging recruitment factor for 29.2 percent of the Hispanic

respondents; additional employment opportunities were a discouraging recruitment

factor for 4.4 percent of the Hispanic respondents; and additional employment

opportunities were not applicable for 66.4 percent of the Hispanic respondents.

Combining the two groups, African American and Hispanic respondents, revealed

additional employment opportunities were an encouraging recruitment factor for 30.4

percent of the respondents; additional employment opportunities were a recruitment

discouraging factor for 5.1 percent of both African American and Hispanic respondents;

and additional employment opportunities were not applicable for 64.5 percent of both

African American and Hispanic respondents.

Table 16 Recruitment Initiatives Number 11, Location of Job, and Number 12, Additional Employment Opportunities (N = 369)

Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Location of Job						
Encouraging	80	73.4	154	68.1	234	69.9
Discouraging	6	5.5	11	4.9	17	5.1
Not Applicable	23	21.1	61	27.0	84	25.1
Additional Employment Opportunities						
Encouraging	36	33.0	66	29.2	102	30.4
Discouraging	7	6.4	10	4.4	17	5.1
Not Applicable	66	60.6	150	66.4	216	64.5

Recruitment Initiative: Location of Spouse/Significant Other. In Table 17,

location of spouse/significant other was an encouraging recruitment factor for 32.1

percent of the African American respondents; location of spouse/significant other was a

discouraging recruitment factor for 1.8 percent of the African American respondents;

and location of spouse/significant other was not applicable for 66.1 percent of the

African American respondents. For the Hispanic respondents, location of

spouse/significant other was an encouraging recruitment factor for 27.4 percent of the

Hispanic respondents; location of spouse/significant other was a discouraging

recruitment factor for 2.7 percent of the Hispanic respondents; and location of

spouse/significant other was not applicable for 69.9 percent of the Hispanic respondents.

Combining the two groups, African American and Hispanic respondents, revealed

location of spouse/significant other was an encouraging recruitment factor for 29.0 percent of the respondents; location of spouse/significant other was a discouraging recruitment factor for 2.4 percent of both African American and Hispanic respondents; and location of spouse/significant other was not applicable for 68.7 percent of both African American and Hispanic respondents.

Recruitment Initiative: Housing Accommodations. In Table 17, housing accommodations were an encouraging recruitment factor for 19.3 percent of the African American respondents; housing accommodations were a discouraging recruitment factor for 2.8 percent of the African American respondents; and housing accommodations were not applicable for 78.0 percent of the African American respondents. For the Hispanic respondents, housing accommodations were an encouraging recruitment factor for 17.7 percent of the Hispanic respondents; housing accommodations were a discouraging recruitment factor for 2.2 percent of the Hispanic respondents; and housing accommodations were not applicable for 80.1 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed housing accommodations were an encouraging recruitment factor for 18.2 percent of the respondents; housing accommodations were a discouraging recruitment factor for 2.4 percent of both African American and Hispanic respondents; and housing accommodations were not applicable for 79.4 percent of both African American and Hispanic respondents.

Table 17 Recruitment Initiatives Number 13, Location of Spouse/Significant Other, and Number 14, Housing Accommodations (N = 369)

Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Location of Spouse/Significant Other						
Encouraging	35	32.1	62	27.4	97	29.0
Discouraging	2	1.8	6	2.7	8	2.4
Not Applicable	72	66.1	158	69.9	230	68.7
Housing Accommodations						
Encouraging	21	19.3	40	17.7	61	18.2
Discouraging	3	2.8	5	2.2	8	2.4
Not Applicable	85	78.0	181	80.1	266	79.4

Recruitment Initiative: Other. In Table 18, other recruitment initiatives were listed for 9.2 percent of the African American respondents; and other recruitment initiatives were not applicable for 90.8 percent of the African American respondents. Some of the other recruitment initiatives reported by the African American respondents were strong administrative support, teaching predominantly African American children, history of the school and living close to a diverse city as indicated in Appendix F. For the Hispanic respondents, other recruitment initiatives were listed for 12.4 percent of the Hispanic respondents; and other recruitment initiatives were not applicable for 87.2 percent of the Hispanic respondents. Some of the other recruitment initiatives reported by the Hispanic respondents were summer breaks, helping slow learners, attended same school district, the Hispanic population and enjoyment as indicated in Appendix F.

Combining the two groups, African American and Hispanic respondents, revealed other recruitment initiatives were listed for 11.3 percent of the respondents; and other recruitment initiatives were not applicable for 88.4 percent of both African American and Hispanic respondents.

Table 18 Recruitment Initiative Number 15, Other (N = 369)

Recruitment Initiative	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Other						
Encouraging	10	9.2	28	12.4	38	11.3
Discouraging	0	0.0	1	0.4	1	0.3
Not Applicable	99	90.8	197	87.2	296	88.4

Retention Initiative: Salary. In Table 19, salary was an encouraging retention factor for 57.8 percent of the African American respondents; salary was a discouraging retention factor for 26.6 percent of the African American respondents; and salary was not applicable for 15.6 percent of the African American respondents. For the Hispanic respondents, salary was an encouraging retention factor for 59.3 percent of the Hispanic respondents; salary was a discouraging retention factor for 22.1 percent of the Hispanic respondents; and salary was not applicable for 18.6 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed salary was an encouraging retention factor for 58.8 percent of the respondents; salary was a discouraging retention factor for 23.6 percent of both African American and Hispanic

respondents; and salary was not applicable for 17.6 percent of both African American and Hispanic respondents.

Retention Initiative: Benefits. In Table 19, benefits were an encouraging retention factor for 56.9 percent of the African American respondents; benefits were a discouraging retention factor for 26.6 percent of the African American respondents; and benefits were not applicable for 16.5 percent of the African American respondents. For the Hispanic respondents, benefits were an encouraging retention factor for 60.2 percent of the Hispanic respondents; benefits were a discouraging retention factor for 17.3 percent of the Hispanic respondents; and benefits were not applicable for 22.6 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed benefits were an encouraging retention factor for 59.1 percent of the respondents; benefits were a discouraging retention factor for 20.3 percent of both African American and Hispanic respondents; and benefits were not applicable for 20.6 percent of both African American and Hispanic respondents.

Table 19 Retention Initiatives Number 1, Salary, and Number 2, Benefits (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Salary						
Encouraging	63	57.8	134	59.3	197	58.8
Discouraging	29	26.6	50	22.1	79	23.6
Not Applicable	17	15.6	42	18.6	59	17.6
Benefits						
Encouraging	62	56.9	136	60.2	198	59.1
Discouraging	29	26.6	39	17.3	68	20.3
Not Applicable	18	16.5	51	22.6	69	20.6

Retention Initiative: Contribution to Humanity. In Table 20, contribution to humanity was an encouraging retention factor for 83.5 percent of the African American respondents; contribution to humanity was a discouraging retention factor for 3.7 percent of the African American respondents; and contribution to humanity was not applicable for 12.8 percent of the African American respondents. For the Hispanic respondents, contribution to humanity was an encouraging retention factor for 85.4 percent of the Hispanic respondents; contribution to humanity was a discouraging retention factor for 1.3 percent of the Hispanic respondents; and contribution to humanity was not applicable for 13.3 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed contribution to humanity was an encouraging retention factor for 84.8 percent of the respondents; contribution to humanity was a discouraging retention factor for 2.1 percent of both African American

and Hispanic respondents; and contribution to humanity was not applicable for 13.1 percent of both African American and Hispanic respondents.

Retention Initiative: Individual Social Status. In Table 20, individual social status was an encouraging retention factor for 30.3 percent of the African American respondents; individual social status was a discouraging retention factor for 10.1 percent of the African American respondents; and individual social status was not applicable for 59.6 percent of the African American respondents. For the Hispanic respondents, individual social status was an encouraging retention factor for 35.0 percent of the Hispanic respondents; individual social status was a discouraging retention factor for 8.4 percent of the Hispanic respondents; and individual social status was not applicable for 56.6 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed individual social status was an encouraging retention factor for 33.4 percent of the respondents; individual social status was a discouraging retention factor for 9.0 percent of both African American and Hispanic respondents; and individual social status was not applicable for 57.6 percent of both African American and Hispanic respondents.

Table 20 Retention Initiatives Number 3, Contribution to Humanity, and Number 4, Individual Social Status (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Contribution to Humanity						
Encouraging	91	83.5	193	85.4	284	84.8
Discouraging	4	3.7	3	1.3	7	2.1
Not Applicable	14	12.8	30	13.3	44	13.1
Individual Social Status						
Encouraging	33	30.3	79	35.0	112	33.4
Discouraging	11	10.1	19	8.4	30	9.0
Not Applicable	65	59.6	128	56.6	193	57.6

Retention Initiative: Location of Job. In Table 21, location of job was an encouraging retention factor for 58.7 percent of the African American respondents; location of job was a discouraging retention factor for 9.2 percent of the African American respondents; and location of job was not applicable for 32.1 percent of the African American respondents. For the Hispanic respondents, location of job was an encouraging retention factor for 62.8 percent of the Hispanic respondents; location of job was a discouraging retention factor for 7.1 percent of the Hispanic respondents; and location of job was not applicable for 30.1 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed location of job was an encouraging retention factor for 61.5 percent of the respondents; location of job was a discouraging retention factor for 7.8 percent of both African

American and Hispanic respondents; and location of job was not applicable for 30.7 percent of both African American and Hispanic respondents.

Retention Initiative: Class Size. In Table 21, class size was an encouraging retention factor for 40.4 percent of the African American respondents; class size was a discouraging retention factor for 19.3 percent of the African American respondents; and class size was not applicable for 40.4 percent of the African American respondents. For the Hispanic respondents, class size was an encouraging retention factor for 41.2 percent of the Hispanic respondents; class size was a discouraging retention factor for 20.8 percent of the Hispanic respondents; and class size was not applicable for 38.1 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed class size was an encouraging retention factor for 40.9 percent of the respondents; class size was a discouraging retention factor for 20.3 percent of both African American and Hispanic respondents; and class size was not applicable for 38.8 percent of both African American and Hispanic respondents.

Table 21 Retention Initiatives Number 5, Location of Job, and Number 6, Class Size
(N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Individual Social Status						
Encouraging	33	30.3	79	35.0	112	33.4
Discouraging	11	10.1	19	8.4	30	9.0
Not Applicable	65	59.6	128	56.6	193	57.6
Class Size						
Encouraging	44	40.4	93	41.2	137	40.9
Discouraging	21	19.3	47	20.8	68	20.3
Not Applicable	44	40.4	86	38.1	130	38.8

Retention Initiative: Curriculum. In Table 22, curriculum was an encouraging retention factor for 51.4 percent of the African American respondents; curriculum was a discouraging retention factor for 16.5 percent of the African American respondents; and curriculum was not applicable for 32.1 percent of the African American respondents. For the Hispanic respondents, curriculum was an encouraging retention factor for 54.9 percent of the Hispanic respondents; curriculum was a discouraging retention factor for 15.0 percent of the Hispanic respondents; and curriculum was not applicable for 30.1 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed curriculum was an encouraging retention factor for 53.7 percent of the respondents; curriculum was a discouraging retention factor for 15.5 percent of both African American and Hispanic respondents; and curriculum was not applicable for 30.7 percent of both African American and Hispanic respondents.

Retention Initiative: Job Satisfaction. In Table 22, job satisfaction was an encouraging retention factor for 77.1 percent of the African American respondents; job satisfaction was a discouraging retention factor for 14.7 percent of the African American respondents; and job satisfaction was not applicable for 8.3 percent of the African American respondents. For the Hispanic respondents, job satisfaction was an encouraging retention factor for 76.1 percent of the Hispanic respondents; job satisfaction was a discouraging retention factor for 11.9 percent of the Hispanic respondents; and job satisfaction was not applicable for 11.9 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed job satisfaction was an encouraging retention factor for 76.4 percent of the respondents; job satisfaction was a discouraging retention factor for 12.8 percent of both African American and Hispanic respondents; and job satisfaction was not applicable for 10.7 percent of both African American and Hispanic respondents.

Table 22 Retention Initiatives Number 7, Curriculum, and Number 8, Job Satisfaction (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Curriculum						
Encouraging	56	51.4	124	54.9	180	53.7
Discouraging	18	16.5	34	15.0	52	15.5
Not Applicable	35	32.1	68	30.1	103	30.7
Job Satisfaction						
Encouraging	84	77.1	172	76.1	256	76.4
Discouraging	16	14.7	27	11.9	43	12.8
Not Applicable	9	8.3	27	11.9	36	10.7

Retention Initiative: Size of District/School. In Table 23, size of district/school was an encouraging retention factor for 52.3 percent of the African American respondents; size of district/school was a discouraging retention factor for 4.6 percent of the African American respondents; and size of district/school was not applicable for 43.1 percent of the African American respondents. For the Hispanic respondents, size of district/school was an encouraging retention factor for 46.0 percent of the Hispanic respondents; size of district/school was a discouraging retention factor for 5.3 percent of the Hispanic respondents; and size of district/school was not applicable for 48.7 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed size of district/school was an encouraging retention factor for 48.1 percent of the respondents; size of district/school was a discouraging retention factor for 5.1 percent of both African American and Hispanic respondents; and size of district/school was not applicable for 46.9 percent of both African American and Hispanic respondents.

Retention Initiative: Job Security. In Table 23, job security was an encouraging retention factor for 76.1 percent of the African American respondents; job security was a discouraging retention factor for 4.6 percent of the African American respondents; and job security was not applicable for 19.3 percent of the African American respondents. For the Hispanic respondents, job security was an encouraging retention factor for 73.5 percent of the Hispanic respondents; job security was a discouraging retention factor for 4.9 percent of the Hispanic respondents; and job security was not applicable for 21.7 percent of the Hispanic respondents. Combining the two groups, African American and

Hispanic respondents, revealed job security was an encouraging retention factor for 74.3

percent of the respondents; job security was a discouraging retention factor for 4.8

percent of both African American and Hispanic respondents; and job security was not

applicable for 20.9 percent of both African American and Hispanic respondents.

Table 23 Retention Initiatives Number 9, Size of District/School and Number 10, Job
Security (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Size of District/School						
Encouraging	57	52.3	104	46.0	161	48.1
Discouraging	5	4.6	12	5.3	17	5.1
Not Applicable	47	43.1	110	48.7	157	46.9
Job Security						
Encouraging	83	76.1	166,	73.5	249	74.3
Discouraging	5	4.6	11	4.9	16	4.8
Not Applicable	21	19.3	49	21.7	70	20.9

Retention Initiative: Working Conditions. In Table 24, working conditions were an encouraging retention factor for 68.8 percent of the African American respondents; working conditions were a discouraging retention factor for 11.0 percent of the African American respondents; and working conditions were not applicable for 20.2 percent of the African American respondents. For the Hispanic respondents, working conditions were an encouraging retention factor for 61.5 percent of the Hispanic respondents; working conditions were a discouraging retention factor for 19.0 percent of the Hispanic respondents; and working conditions were not applicable for 19.5 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed working conditions were an encouraging retention factor for 63.9 percent of the respondents; working conditions were a discouraging retention factor for 16.4 percent of both African American and Hispanic respondents; and working conditions were not applicable for 19.7 percent of both African American and Hispanic respondents.

Retention Initiative: Parental Support. In Table 24, parental support was an encouraging retention factor for 23.9 percent of the African American respondents; parental support was a discouraging retention factor for 45.9 percent of the African American respondents; and parental support was not applicable for 30.3 percent of the African American respondents. For the Hispanic respondents, parental support was an encouraging retention factor for 31.4 percent of the Hispanic respondents; parental support was a discouraging retention factor for 38.5 percent of the Hispanic respondents; and parental support was not applicable for 30.1 percent of the Hispanic respondents.

Combining the two groups, African American and Hispanic respondents, revealed

parental support was an encouraging retention factor for 29.0 percent of the respondents;

parental support was a discouraging retention factor for 40.9 percent of both African

American and Hispanic respondents; and parental support was not applicable for 30.1

percent of both African American and Hispanic respondents.

Table 24 Retention Initiatives Number 11, Working Conditions, and Number 12, Parental Support (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Working Conditions						
Encouraging	75	68.8	139	61.5	214	63.9
Discouraging	12	11.0	43	19.0	55	16.4
Not Applicable	22	20.2	44	19.5	66	19.7
Parental Support						
Encouraging	26	23.9	71	31.4	97	29.0
Discouraging	50	45.9	87	38.5	137	40.9
Not Applicable	33	30.3	68	30.1	101	30.1

Retention Initiative: Career Goals. In Table 25, career goals were an

encouraging retention factor for 65.1 percent of the African American respondents;

career goals were a discouraging retention factor for 5.5 percent of the African American

respondents; and career goals were not applicable for 29.4 percent of the African

American respondents. For the Hispanic respondents, career goals were an encouraging

retention factor for 65.5 percent of the Hispanic respondents; career goals were a

discouraging retention factor for 5.8 percent of the Hispanic respondents; and career

goals were not applicable for 28.8 percent of the Hispanic respondents. Combining the

two groups, African American and Hispanic respondents, revealed career goals were an

encouraging retention factor for 65.4 percent of the respondents; career goals were a

discouraging retention factor for 5.7 percent of both African American and Hispanic

respondents; and career goals were not applicable for 29.0 percent of both African

American and Hispanic respondents.

Retention Initiative: Administrative Support. In Table 25, administrative support

was an encouraging retention factor for 67.9 percent of the African American

respondents; administrative support was a discouraging retention factor for 12.8 percent

of the African American respondents; and administrative support was not applicable for

19.3 percent of the African American respondents. For the Hispanic respondents,

administrative support was an encouraging retention factor for 59.7 percent of the

Hispanic respondents; administrative support was a discouraging retention factor for

20.4 percent of the Hispanic respondents; and administrative support was not applicable

for 19.9 percent of the Hispanic respondents. Combining the two groups, African

American and Hispanic respondents, revealed administrative support was an

encouraging retention factor for 62.4 percent of the respondents; administrative support

was a discouraging retention factor for 17.9 percent of both African American and

Hispanic respondents; and administrative support was not applicable for 19.7 percent of

both African American and Hispanic respondents.

Table 25 Retention Initiatives Number 13, Career Goals, and Number 14,
Administrative Support (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Career Goals						
Encouraging	71	65.1	148	65.5	219	65.4
Discouraging	6	5.5	13	5.8	19	5.7
Not Applicable	32	29.4	65	28.8	97	29.0
Administrative Support						
Encouraging	74	67.9	135	59.7	209	62.4
Discouraging	14	12.8	46	20.4	60	17.9
Not Applicable	21	19.3	45	19.9	66	19.7

Retention Initiative: Location of Spouse/Significant Other. In Table 26, location of spouse/significant other was an encouraging retention factor for 22.9 percent of the African American respondents; location of spouse/significant other was a discouraging retention factor for 5.5 percent of the African American respondents; and location of spouse/significant other was not applicable for 71.6 percent of the African American respondents. For the Hispanic respondents, location of spouse/significant other was an encouraging retention factor for 28.8 percent of the Hispanic respondents; location of spouse/significant other was a discouraging retention factor for 1.8 percent of the Hispanic respondents; and location of spouse/significant other was not applicable for 69.5 percent of the Hispanic respondents. Combining the two groups, African American and Hispanic respondents, revealed location of spouse/significant other was an encouraging retention factor for 26.9 percent of the respondents; location of spouse/significant other was a discouraging retention factor for 3.0 percent of both African American and Hispanic respondents; and location of spouse/significant other was not applicable for 70.1 percent of both African American and Hispanic respondents.

Retention Initiative: Community Support. In Table 26, community support was an encouraging retention factor for 32.1 percent of the African American respondents; community support was a discouraging retention factor for 24.8 percent of the African American respondents; and community support was not applicable for 43.1 percent of the African American respondents. For the Hispanic respondents, community support was an encouraging retention factor for 34.5 percent of the Hispanic respondents; community support was a discouraging retention factor for 25.7 percent of the Hispanic

respondents; and community support was not applicable for 39.8 percent of the Hispanic

respondents. Combining the two groups, African American and Hispanic respondents,

revealed community support was an encouraging retention factor for 33.7 percent of the

respondents; community support was a discouraging retention factor for 25.4 percent of

both African American and Hispanic respondents; and community support was not

applicable for 40.9 percent of both African American and Hispanic respondents.

Table 26 Retention Initiatives Number 15, Location of Spouse/Significant Other, and
Number 16, Community Support (N = 369)

Retention Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Location of Spouse/Significant Other						
Encouraging	25	22.9	65	28.8	90	26.9
Discouraging	6	5.5	4	1.8	10	3.0
Not Applicable	78	71.6	157	69.5	235	70.1
Community Support						
Encouraging	35	32.1	78	34.5	113	33.7
Discouraging	27	24.8	58	25.7	85	25.4
Not Applicable	47	43.1	90	39.8	137	40.9

Retention Initiative: Other. In Table 27, other retention initiatives were listed for 6.4 percent of the African American respondents; and other retention initiatives were not applicable for 92.7 percent of the African American respondents. Some of the other retention initiatives reported by the African American respondents indicated students, tenure and personal satisfaction should be taken into consideration as shown in Appendix G. For the Hispanic respondents, other retention initiatives were listed for 8.0 percent of the Hispanic respondents; and other retention initiatives were not applicable for 91.2 percent of the Hispanic respondents. Some of the other retention initiatives reported by the Hispanic respondents were potential to influence change, challenge to help at-risk students, summers and retirement as indicated in Appendix G. Combining the two groups, African American and Hispanic respondents, revealed other retention initiatives were listed for 7.5 percent of the respondents; and other retention initiatives were not applicable for 91.6 percent of both African American and Hispanic respondents.

Table 27 Retention Initiative Number 17, Other (N = 369)

Retention Initiative	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Other						
Encouraging	7	6.4	18	8.0	25	7.5
Discouraging	1	0.9	2	0.9	3	0.9
Not Applicable	101	92.7	206	91.2	307	91.6

The last portion of the survey instrument gave the respondents an opportunity to provide further insight on additional initiatives that can help to improve the recruitment and retention of African American and Hispanic teachers. As indicated in Table 28, 74.6 percent of the African American and Hispanic respondents combined provided comments on how the recruitment and retention of African American and Hispanic teachers can be improved. The responses were organized by categories in Appendix H. The majority of the respondents repeated previous recruitment and retention initiatives that were listed on the survey instrument such as salaries, benefits, administrative support and working conditions. The new strategies listed for recruitment were the following initiatives:

1. Recruiting by ethnicity at colleges, universities and job fairs;

2. Improve respect for the teaching profession;

3. School programs – elementary, middle school, high school; and

4. Provide financial assistance, scholarships, and loan forgiveness programs.

The new strategies listed for retention were the following initiatives:

1. Provide opportunities for advancement;

2. Establish educational organizations/activities;

3. Mentoring programs;

4. Offer free workshops/trainings;

5. Reduce discipline issues;

6. Reduce discrimination; and

7. Provide culture enrichment activities.

The second open-ended question allowed the respondents to provide additional comments in general to the study. As shown in Table 28, a small percentage, 9.6 percent, of the total African American and Hispanic respondents provided comments, which were organized in Appendix I. The additional comments were a continuation of the previous recruitment and retention initiatives listed in the survey and the new recruitment and retention strategies provided in Appendix H.

Table 28 Additional Suggestions for Improving Recruitment and Retention by African American and Hispanic Respondents (N = 369)

Questions	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
How can recruitment and retention be improved?	83	76.1	167	73.9	250	74.6
Additional Comments	10	9.2	22	9.8	32	9.6

Summary of Results

The focus on the study was to identify effective recruitment and retention initiatives for African American and Hispanic teachers in the education field. A sample population of African American and Hispanic teachers completed and returned the survey instrument to the researcher with their knowledge and perception of effective recruitment and retention initiatives for African American and Hispanic teachers. The

information gained from the survey instruments was used to answer the research questions.

Research Question One: What Are the Characteristics of Effective Recruitment Initiatives for African American and Hispanic Teachers? The top two encouraging recruitment initiatives for both African American and Hispanics teachers who participated in the study were helping young people and contribution to humanity, which are humanistic factors. The remaining three encouraging recruitment factors of the top five recruitment initiatives for both African American and Hispanic teachers were location of job, benefits and needed a job as indicated in Table 29. The Hispanic respondents' top five encouraging recruitment factors were the same encouraging recruitment factors as of the two groups combined. The African American respondents reported the same top five encouraging recruitment factors, but the respondents felt needed a job was a more encouraging recruitment factor than benefits. The tables of the median and low encouraging recruitment initiatives of the respondents are listed in Appendix J and Appendix K.

Table 29 Top Recruitment Initiatives (N = 369)

Top Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Helping Young People						
Encouraging	105	96.3	216	95.6	321	95.8
Discouraging	0	0.0	3	1.3	3	0.9
Not Applicable	4	3.7	7	3.1	11	3.3
Contribution to Humanity						
Encouraging	94	86.2	201	88.9	295	88.1
Discouraging	0	0.0	2	0.9	2	0.6
Not Applicable	15	13.8	23	10.2	38	11.3
Location of Job						
Encouraging	80	73.4	154	68.1	234	69.9
Discouraging	6	5.5	11	4.9	17	5.1
Not Applicable	23	21.1	61	27.0	84	25.1
Needed a Job						
Encouraging	75	68.8	139	61.5	214	63.9
Discouraging	0	0.0	4	1.8	4	1.2
Not Applicable	34	31.2	83	36.7	117	34.9
Benefits						
Encouraging	66	60.6	151	66.8	217	64.8
Discouraging	23	21.1	38	16.8	61	18.2
Not Applicable	20	18.3	37	16.4	57	17.0

The top five discouraging recruitment initiatives for both the African American and Hispanic teachers were class size, salary, benefits, signing bonus and curriculum. Salary was reported as the most discouraging recruitment factor for African American respondents; in comparison, class size was reported as the most discouraging recruitment factor for Hispanic respondents. The remaining top discouraging recruitment factors for

African American respondents were benefits, class size, signing bonus and individual social status; and for the Hispanic respondents, salary, benefits, signing bonus and curriculum were the remaining top discouraging recruitment factors.

Signing bonus was the least encouraging recruitment factor reported by the African American respondents; while housing accommodations was the least encouraging recruitment factor reported by the Hispanic respondents. For both the African American and Hispanic respondents combined, housing accommodation was the least encouraging recruitment factor.

Research Question Two: What Are the Effective Retention Initiatives and Supportive Measures or Strategies in Place to Increase African American and Hispanic Teacher Retention? Table 30 shows that the top five effective retention initiatives for both African American and Hispanic teachers reported by the respondents were contribution to humanity, job satisfaction, job security, career goals and working conditions. The African American respondents reported the same top three encouraging retention factors as the combined group, but the respondents felt working conditions and administrative support were more encouraging retention factors than career goals. In comparison, the Hispanic respondents felt career goals and location of job were the encouraging retention factors to follow contribution to humanity, job satisfaction and job security. The tables for the median and low encouraging retention initiatives of the respondents are listed in Appendix L and Appendix M.

Table 30 Top Retention Initiatives (N = 369)

Top Retention Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Contribution to Humanity						
Encouraging	91	83.5	193	85.4	284	84.8
Discouraging	4	3.7	3	1.3	7	2.1
Not Applicable	14	12.8	30	13.3	44	13.1
Job Satisfaction						
Encouraging	84	77.1	172	76.1	256	76.4
Discouraging	16	14.7	27	11.9	43	12.8
Not Applicable	9	8.3	27	11.9	36	10.7
Job Security						
Encouraging	83	76.1	166	73.5	249	74.3
Discouraging	5	4.6	11	4.9	16	4.8
Not Applicable	21	19.3	49	21.7	70	20.9
Working Conditions						
Encouraging	75	68.8	139	61.5	214	63.9
Discouraging	12	11.0	43	19.0	55	16.4
Not Applicable	22	20.2	44	19.5	66	19.7
Administrative Support						
Encouraging	74	67.9	135	59.7	209	62.4
Discouraging	14	12.8	46	20.4	60	17.9
Not Applicable	21	19.3	45	19.9	66	19.7

The top five discouraging retention initiatives for both the African American and Hispanic teachers were parental support, community support, salary, benefits and class size. Parental support was reported the most discouraging factor for African American and Hispanic respondents; however, each group ranked the remaining top five discouraging retention initiatives in different order. The remaining top five discouraging

retention factors for African American respondents were salary and benefits, community support and class size; and for the Hispanic respondents, community support, salary, class size and administrative support.

The most supportive measures in place reported by the African American and Hispanic respondents combined were working conditions and administrative support. The African American respondents felt more encouraged by the working conditions and administrative support in their school districts than the Hispanic respondents as indicated in Table 30.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the study and to present concluding statements. The researcher will look at the purpose of the study, discuss the conclusions of the research, and make recommendations.

Summary

Teacher recruitment and retention has become a hot topic of national and state interest. The growing need for new teachers, especially minority teachers, has received a lot of attention. There has been an increased focus on teacher recruitment and retention for several reasons, which include teacher shortages, new legislation, and increased student population.

A large number of statistics and reports indicate that the nation is experiencing a teacher shortage. Each year at the beginning of the school year, there are many new teachers entering the school system; while, at the end of the school year, there are large numbers of teachers exiting the school system. Teachers are leaving the education profession to retire, to seek better paying jobs and working conditions, and/or to seek a new career. As a result, the teaching occupation has one of the highest employee turnover rates of any occupation. Therefore, the need has increased for more teachers each year to provide instruction within the nation's classrooms.

In addition to the problem of teacher attrition, school districts are faced with the problem of meeting federal guidelines for employing only "highly qualified" teachers in the classrooms. Teachers must be fully licensed and certified by state law in the subject

area they are teaching within a classroom. Temporary teaching certificates will not be accepted. This requirement by the "No Child Left Behind" Act has created many challenges for school districts especially in urban and rural areas.

The student population within the United States and the state of Texas has increased over the last ten years. It has been projected that the student population will continue to increase and will become more diverse in the years to come. However, the teacher population in the United States and in the state of Texas does not mirror the ethnic composition of the student population, which creates a dilemma for school districts and administrators.

Today, one of the goals in education is to have a teaching force that will reflect the diverse student population in the school system. Research and statistics indicate there also is a shortage in the number of minority teachers in the classrooms. The shortage in minority teachers in the classroom has occurred due to lack of individuals entering into the education field and the large number of individuals leaving the education field within the first few years of teaching.

The purpose of this study was to identify effective recruitment and retention initiatives for African American and Hispanic teachers. The research examined recruitment and retention initiatives used by school districts utilizing a survey instrument administered to a sample population of African American and Hispanic teachers within selected school districts in Texas. The sample population of African American and Hispanic teachers was asked to provide their knowledge and perception of recruitment and retention initiatives that were relevant to them in their employment with a school

district. The results of the survey instrument were examined for the similarities and differences in the recruitment and retention initiatives for African American and Hispanic teacher population as perceived by the sample population of teachers.

The survey instrument was comprised of two sections. The first portion of the survey instrument asked the respondents to provide background information, which included gender, race/ethnicity, grade levels taught, years of experience, highest attained degree level, and certification route. The second part of the survey instrument consisted of 32 Likert type response statements, which pertained to 15 recruitment initiatives and 17 retention initiatives. In addition to the Likert type response statements, respondents were given the opportunity to answer two open ended questions to provide further insight on recruitment and retention initiatives that should be included in the study.

Conclusions

Each year the student population in Texas is becoming more and more diverse. It was reported by Texas Education Agency in the 2000-2001 Academic Excellence Indicator System (AEIS) reports that Texas has 58 percent minority student representation and only 27 percent minority teacher representation (Marshall, R. L. and Marshall, I. H., 2003). The numbers become even more disproportionate when school districts with greater than 60 percent economically disadvantaged student population are taken into consideration. As a result, Texas Education Agency has identified as one its targeted goals to have a teaching force that reflects the ethnic composition of the state (Kirby, Naftel, and Berends, 1999). In order to meet this goal, school districts must find innovative ways to recruit and retain minority teachers in their schools. It was the

objective of this study to provide valuable data to school districts, higher education institutions and state and federal governing bodies regarding the effective recruitment and retention initiatives for African American and Hispanic teachers. Therefore, school districts will receive insight on providing successful techniques to recruit and to retain African American and Hispanic teachers in Texas.

Many of the responses given in this study by the African American respondents and the Hispanic respondents in the study were very similar to one another. There was very little difference in the recruitment and retention initiatives for the sample population of African American and Hispanic teachers, who participated in this study. The top three recruitment factors, helping young people, contribution to humanity, and location of job, and the top three retention factors, contribution to humanity, job satisfaction, and job security, were the same for both the African American respondents and the Hispanic respondents. The differences between the two groups were found in how each group prioritize the remaining recruitment and retention factors.

For the African American respondents, the fourth and fifth top encouraging recruitment factors were needed a job and benefits and the fourth and fifth top encouraging retention factors were working conditions and administrative support. For the Hispanic respondents, the remaining top five encouraging recruitment factors were benefits and needed a job, and the remaining top five encouraging retention factors were career goals and location of job.

The top five discouraging recruitment initiatives for both the African American and the Hispanic teachers were class size, salary, benefits, signing bonus and curriculum.

Salary was reported as the most discouraging recruitment factor the African American respondents; and class size was the reported the most discouraging recruitment factor for the Hispanic respondents. The top five discouraging retention initiatives for both the African American and Hispanic respondents were parental support, community support, salary, benefits and class size. Parental support was the leading discouraging retention factor for both groups of teachers. The other common discouraging retention factors for both groups included community support, salary and class size with differences found in the views of benefits and administrative support.

The African American and Hispanic respondents also listed additional suggestions in the open-ended questions for improving recruitment and retention that included recruitment by ethnicity at colleges, universities and job fairs, improved working conditions, provide opportunities for advancement, increase administrative support, provide financial assistance in the form of scholarships and loan forgiveness programs, mentoring programs and school programs for elementary, middle school and high school students. These additional suggestions provided by the respondents are in line with the minority recruitment suggestions given by the National Education Association (2003a), which included the following recruitment strategies:

1. Early prospective teacher identification initiated through secondary school surveys.

2. Use aggressive recruitment at colleges and universities.

3. Provide financial aid, including fellowships, scholarships, and forgivable loans, targeting students who intend to teach.

4. Mentoring programs in the school setting.

The additional retention strategies given by the respondents is also supported in NCTAF (2002) retention strategies, which include salaries, working conditions, teacher preparation and mentoring support in the early years of teaching are major factors in teacher retention. The Texas Center for Education Research (1999) reported in the Texas Teacher Recruitment and Retention Study that following retention initiatives:

1. Induction programs in the first two years of teaching.

2. Provide financial support to teachers already in the Texas classrooms who are willing to work toward new certification in a shortage field.

The implementation of these recruitment and retention initiatives are vital to change the current demographic of the teaching force to include more minority representation. Kirby, Naftel and Berends (1999) reported that diversity in the teaching force fosters knowledge and understanding of different cultures for students as well as for all the teachers. As school districts invest in keeping good teachers by offering competitive salaries, improving working conditions and providing additional administrative and mentorship to new teachers, the teacher attrition problem will reduce. Therefore, teachers will become more willing to work in schools (NCTAF, 2002).

Recommendations for Future Research

This study examined effective recruitment and retention initiatives for African American and Hispanic teachers within Texas school districts, who employed at least seven percent African American and Hispanic teachers and had a student population of at least 10,000 students as reported to the Texas Education Agency.

1. Extend the study to include qualitative information from each school district's personnel directors along with quantitative data from the African American and Hispanic teachers on recruitment and retention initiatives.

2. Extend the study of recruitment and retention initiatives with more school districts in Texas with a different demographic student population (i.e. high population of low socio-economic students, student population of 25,000, high population of special education, etc.).

3. Further study could determine if there is a relationship between the effective recruitment and retention initiatives and the years of experience of teachers.

4. Further study could explore the perceived barriers to recruitment and retention of African American and Hispanic teachers.

5. Further study could explore teacher efficacy of new teachers with two or less years of experience compared to teachers with more years of experience.

Recommendations to Improve the Study

This study provided valuable information on the recruitment and retention initiatives for African American and Hispanic teachers from the participating school districts in the study. However, the following recommendations to improve the study should be considered for further research of this topic.

1. In order to have a larger sample population, increase the amount of school districts participating in the study.

2. To increase the amount of survey instruments returned to the researcher, obtain the actual addresses of the teachers asked to participate in the study.

3. The return rate of survey instruments could also be improved by mailing the survey instruments to the participants in the fall semester of the school year.

Recommendations for Applying Research Findings

The purpose of this study was to identify effective recruitment and retention initiatives for African American and Hispanic teachers in selected school districts in Texas. Based on the research findings, the review of the literature, and the conclusions of this study, the following recommendations are provided.

Recruitment Recommendations:

1. Focus should be placed on the education profession during elementary school by providing numerous opportunities for teachers to showcase their profession.

2. The top recruitment initiatives for African American and Hispanic candidates are humanistic factors: contribution to humanity and helping young people.

Recruiters should emphasize these areas along with the location of job and financial assistance programs offered by the school districts to improved recruitment with African American and Hispanic teachers.

3. Attention should be given to the establishment of programs that focus on introducing the education profession to students in the middle school and high school settings (i.e. peer tutoring and mentor programs that allow students to prepare for the teaching profession in high school).

4. Salary and benefits are important, but are not the driving force for recruiting African American and Hispanic teachers. School districts need to maintain competitive salaries and benefits (i.e. insurance, scholarships, salary incentives, etc.).

Retention Recommendations:

1. Job satisfaction and job security are leading retention initiatives for African American and Hispanic teachers which can be accomplished by improving working conditions and increasing administrative support in a school district.

2. The opportunity for advancement within a school district is an important retention initiative for African American and Hispanic teachers. School districts should establish in house administrative training programs as well as provide financial assistance programs for the acquisition of the necessary post-baccalaureate degree and certification.

3. Mentoring programs are effective for providing support and encouragement to African American and Hispanic teachers to increase teacher retention;

therefore, school districts should provide structured paid mentoring programs, which include release-time and funding.

4. Provide opportunities for increased parental communication, participation and involvement in the school system, which will help to increase retention with African American and Hispanic teachers.

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APPENDIX A

October 27, 2003

District Superintendent
School District
Address
Address

Dear _____:

This letter is to request permission to conduct research in your school district. The purpose of the research is to fulfill the requirements for a Doctorate Degree in Educational Human Resource Development from Texas A&M University.

The title of my research study is **"Recruitment and Retention Initiatives of African American and Hispanic Teachers in Selected School Districts in Texas."** The research will explore the recruitment and retention initiatives of teachers as perceived by African American and Hispanic teachers. This research will involve gathering data from African American and Hispanic teachers in your school district and will not include any school age students. The respondents will be composed of a sample from school districts in Texas with at least seven percent of both African American and Hispanics teachers. The information gathered from this research study will be confidential and used for research purposes only. A final copy of the research study will be available at your request.

The attached confidential survey instrument will be used to gather information for this study. Please review the survey instrument and inform me of your approval by **November 14, 2003**, if possible. I am also requesting a mailing list of possible participants or a list of campuses where the survey instrument may be distributed by the campus principal to random participants.

All information and collection procedures will be in strict adherence to the Institutional Review Board (IRB) policy. If you need any further information, please contact me at (214) 679-1474 or (214) 766-6252, Fax (972) 274-2067 or my Graduate Committee Chair, Dr. Walter Stenning at (979) 845-8380.

Thank you for your professional consideration of this matter.

Sincerely,

Anita Perry   Dr. Walter Stenning
Graduate Student   Graduate Committee Chair
Texas A&M University   Texas A&M University

APPENDIX B

Recruitment and Retention of Teachers Survey

Background Information

Please check the appropriate response(s) for each item:

1. **Gender:**

    _____ a. Male   _____ b. Female

2. **Ethnicity:**

    _____ a. African American   _____ b. Hispanic   _____ c. Other _____

3. **Years of experience: (in education)**

    ___ a. 0 – 2   ___ b. 3 – 5   ___ c. 6 -10   ___ d. 11 – 15   ___ e. 16 – 20   ___ f. 20+

4. **Grade Level(s) for which you have had instructional responsibility:**

    _____ a. Elementary (K-5)   _____ b. Middle School (6-8)   _____ c. High School (9-12)

5. **The highest academic degree you have attained:**

    _____ a. Bachelors   _____ b. Masters   _____ c. Doctorate

6. **Did you receive a teaching certificate as part of your undergraduate program or after?**

    _____ a. Part of Bachelors   _____ b. After graduation   ___ c. After graduation
             Degree   continued coursework   completed alternative
                                    for certification- part of   certification program
                                    a graduate program

7. **The most influential person(s) in your decision to teach: (check all that apply)**

    _____ a. family member   _____ b. friend   _____ c. counselor
    _____ d. elementary teacher   _____ e. elementary principal _____ f. middle school
                                                                teacher
    _____ g. middle school principal _____ h. high school teacher _____ i. high school
                                                                  principal
    _____ j. other_____

Factors Influencing Recruitment and Retention of Teachers

The following items represent various factors in the recruitment and retention of teachers. Please rate each factor as you regard its relative degree of encouragement for considering entering and remaining in your current teaching position. Place the appropriate letter(s) in the space provided to the left of each number. **All survey instruments are anonymous.**

Ratings: **VE** very encouraging   **D** discouraging   **N/A** not applicable
               E encouraging   **VD** very discouraging   (if an item does
                                                       not influence you)

Recruitment Mechanisms
What encouraged you to take your current position?

____1. salary   ____ 8. helping young people

____ 2. benefits   ____ 9. class size

____ 3. contribution to humanity   ____ 10. needed a job

____ 4. individual social status   ____ 11. location of job

____ 5. size of district/school   ____ 12. additional employment
                                               opportunities (i.e. coaching, etc.)

____ 6. curriculum   ____ 13. location of spouse/significant other

____ 7. signing bonus   ____ 14. housing accommodations

                                              ____ 15. other _____

Retention Mechanisms
What keeps you in your current position?

____1. salary   ____ 9. size of district/school

____ 2. benefits   ____ 10 . job security

____ 3. contribution to humanity   ____ 11. working conditions

____ 4. individual social status   ____ 12. parental support

____ 5. location of job   ____ 13. career goals (long/short term)

____ 6. class size   ____ 14. administrative support

____ 7. curriculum   ____ 15. location of spouse/significant other

____ 8. job satisfaction   ____ 16. community support

                                              ____ 17. other _____

In your opinion, how can the recruitment and retention of African-American or Hispanic teachers be improved?_____
_____

Additional Comments: _____

APPENDIX C

March 29, 2004

Campus Principal
School District
Address
Address

Dear :

This letter is to request permission to conduct research in your school. I have obtained approval from _____, Superintendent of _____ ISD. The purpose of the research is to fulfill the requirements for a Doctorate Degree in Educational Human Resource Development from Texas A&M University.

The title of my research study is **"Recruitment and Retention Initiatives of African American and Hispanic Teachers in Selected School Districts in Texas."** The research will explore the recruitment and retention initiatives of teachers as perceived by African American and Hispanic teachers. This research will involve gathering data from African American and Hispanic teachers in your school district and will not include any school age students. The respondents will be composed of a sample from school districts in Texas with at least seven percent African American and Hispanic teachers respectfully. The information gathered from this research study will be confidential and used for research purposes only.

I have included copies of the survey instruments and information sheets that will be used to gather data for this study. I am requesting your assistance with the distribution of the survey instruments and information sheets to African American and Hispanic teachers on your campus. Please return the survey instruments to me in the enclosed, stamped, self-addressed envelope by **April 20, 2004**.

All information and collection procedures will be in strict adherence to the Institutional Review Board (IRB) policy. If you need any further information, please contact me at (214) 679-1474 or (214) 766-6252, Fax (972) 274-2067.

Thank you for your professional consideration of this matter.

Sincerely,

Anita Perry
Graduate Student, Texas A&M University

APPENDIX D

INFORMATION SHEET
Recruitment and Retention Initiatives for African American and
Hispanic Teachers in Selected School Districts in Texas

You have been asked to participate in a research study investigating the recruitment and retention initiatives for African American and Hispanic teachers. This research study is for the completion of a doctoral program at Texas A&M University. You were selected to be a possible participant because of your profession, ethnicity, and school district's demographic information. A total of 800 people have been asked to participate in this study. The purpose of this study is to explore recruitment and retention initiatives of school districts with African American and Hispanic teachers.

If you agree to be in this study, you will need to complete a survey instrument. This survey will only take ten minutes to complete. The risks associated with this study are minimal which may include the tiring of eyes from reading the survey instrument. The benefit of participation is the opportunity to aid in the process of improving the recruitment and retention initiatives of school districts with African American and Hispanic teachers. You will not receive any monetary compensation for participating in this research study.

This study is anonymous. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely and only Anita Perry and Dr. Walter F. Stenning will have access to the records. Your decision whether or not to participate will not affect your current or future relations with Texas A&M University. If you decide to participate, you are free to refuse to answer any of the questions that may make you uncomfortable. You can withdraw at any time without your relations with the university, job, benefits, etc., being affected. You can contact Anita Perry, (214) 679-1474, (ajperry@neo.tamu.edu) and Dr. Walter F. Stenning, (979) 845-8380, (w-stenning@tamu.edu) with any questions about this study.

This research study has been reviewed by the Institutional Review Board – Human Subjects in Research, Texas A&M University. For research-related problems or questions regarding subjects' rights, you can contact the Institutional Review Board through Dr. Michael W. Buckley, Director of Research Compliance, Office of Vice President for Research at (979) 845-8585 (mwbuckley@tamu.edu).

You can keep this information sheet for your records. Please complete the attached two-page survey instrument and return it to the main office by April 16, 2004.

Thank you for your participation in this research study.

Anita Perry   Dr. Walter Stenning
Graduate Student   Graduate Committee Chair
Texas A&M University   Texas A&M University

APPENDIX E

Other most influential people on decision to teach reported by African American and
Hispanic respondents (N = 369)

Additional Influential People	African American		Hispanic	
	Frequency	Percent	Frequency	Percent
Myself	4	3.7	19	8.4
College Professor	3	2.8	9	4.0
Worked with students	3	2.8	7	3.1
God	2	1.9	2	0.9
Marva Collins	1	0.9	0	0.0

APPENDIX F

Other recruitment initiatives reported by African American and Hispanic respondents
(N=369)

African American	*Hispanic*
• Strong administrative support	• Breaks in employment – summer, spring break, vacation
• Teaching predominantly African American children	• Helping at-risk children
• High school principal	• Helping slow learners
• History of school/area	• Family conditions
• Living close to a diverse city	• Already knew school because of student teaching experience at the school
• Job security	• Attended the same school/district
• Improve math success of youth program	• Hispanic population at school
	• Recruited to work by current head coach
	• Community at school
	• Enjoyment
	• Support from school and district
	• Administration and staff
	• Passion to teach bilingual/ESL students
	• Working with a good group of peers

APPENDIX G

Other retention initiatives reported by African American and Hispanic respondents
(N=369)

African American	*Hispanic*
• My love for the children	• Potential to influence change
• Students	• Retirement
• Tenure	• Coaching
• Opportunity to help White teachers understand our culture when teaching African American children	• Teaching at grade level I want
• Personal satisfaction	• Not being in SPED
	• Challenge to help at-risk students
	• Student motivation
	• Mentors/support
	• Stipend
	• Summers
	• District's policies for staff development and friendly environment

APPENDIX H

Additional suggestions for improving recruitment and retention for African American
and Hispanic teachers reported by African American and Hispanic respondents (N=369)

Categories	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
• Salary, Benefits, Incentives and Signing Bonus	27	24.8	66	29.2	93	27.8
• Recruit by ethnicity at colleges, universities and job fairs	17	15.6	1	0.4	18	5.4
• Provide opportunities for advancement	8	7.3	5	2.2	13	3.9
• Administrative support	4	3.7	15	6.6	19	5.7
• Establish educational organizations/activities	3	2.8	2	0.9	5	1.5
• Hire qualified individuals	3	2.8	3	1.3	6	1.8
• Improve respect for teaching profession	3	2.8	7	3.1	10	3.0
• Mentoring programs	3	2.8	13	5.8	16	4.8
• Offer free workshops/trainings	3	2.8	3	1.3	6	1.8
• Reduction of Tests	3	2.8	2	0.9	5	1.5
• Improve teaching assignments	2	1.8	3	1.3	5	1.5
• Improve working conditions	2	1.8	10	4.4	12	3.6
• School programs – elementary, middle school, high school	2	1.8	10	4.4	12	3.6
• Everything is fine; no problems	1	0.9	1	0.4	2	0.6
• Reduce disciplinary issues	1	0.9	4	1.8	5	1.5
• Reduce discrimination	1	0.9	3	1.3	4	1.2
• Improve curriculum	0	0.0	3	1.3	3	0.9
• Provide culture enrichment activities	0	0.0	5	2.2	5	1.5
• Provide financial assistance, scholarships, loan forgiveness programs	0	0.0	11	4.9	11	3.3

APPENDIX I

Categories of additional comments by African American and Hispanic respondents
(N=369)

Categories	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
• Salary, Benefits, Incentives and Signing Bonus	2	1.8	3	1.3	5	1.5
• Provide opportunities for advancement	1	0.9	0	0.0	1	0.3
• Improve respect for teaching profession	1	0.9	3	1.3	4	1.2
• Offer free workshops / trainings	1	0.9	0	0.0	1	0.3
• Improve teaching assignments	1	0.9	1	0.4	2	0.6
• Reduce disciplinary issues	1	0.9	1	0.4	2	0.6
• Reduce discrimination	1	0.9	1	0.4	2	0.6
• Improve curriculum	1	0.9	2	0.9	3	0.9
• Provide culture enrichment activities	1	0.9	1	0.4	2	0.6
• Provide financial assistance, scholarships, loan forgiveness programs	1	0.9	2	0.9	3	0.9
• Recruit by ethnicity at colleges, universities and job fairs	0	0.0	1	0.4	1	0.3
• Administrative support	0	0.0	2	0.9	2	0.6
• Hire qualified individuals	0	0.0	1	0.4	1	0.3
• Mentoring programs	0	0.0	1	0.4	1	0.3
• Improve working conditions	0	0.0	3	1.3	3	0.9
• Everything is fine; no problems	0	0.0	1	0.4	1	0.3

APPENDIX J

Median Recruitment Initiatives (N = 369)

Median Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Curriculum						
Encouraging	65	59.6	136	60.2	201	60.0
Discouraging	9	8.3	24	10.6	33	9.9
Not Applicable	35	32.1	66	29.2	101	30.1
Salary						
Encouraging	64	58.7	133	58.8	197	58.8
Discouraging	29	26.6	55	24.3	84	25.1
Not Applicable	16	14.7	38	16.8	54	16.1
Size of District / School						
Encouraging	55	50.5	95	42.0	150	44.8
Discouraging	2	1.8	16	7.1	18	5.4
Not Applicable	52	47.7	115	50.9	167	49.9
Class size						
Encouraging	45	41.3	86	38.1	131	39.1
Discouraging	22	20.2	66	29.2	88	26.3
Not Applicable	42	38.5	74	32.7	116	34.6
Individual Social Status						
Encouraging	39	35.8	90	39.8	129	38.5
Discouraging	11	10.1	20	8.8	31	9.3
Not Applicable	59	54.1	116	51.3	175	52.2

APPENDIX K

Low Recruitment Initiatives (N = 369)

Low Recruitment Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Additional Employment Opportunities						
Encouraging	36	33.0	66	29.2	102	30.4
Discouraging	7	6.4	10	4.4	17	5.1
Not Applicable	66	60.6	150	66.4	216	64.5
Location of Spouse/Significant Other						
Encouraging	35	32.1	62	27.4	97	29.0
Discouraging	2	1.8	6	2.7	8	2.4
Not Applicable	72	66.1	158	69.9	230	68.7
Housing Accommodations						
Encouraging	21	19.3	40	17.7	61	18.2
Discouraging	3	2.8	5	2.2	8	2.4
Not Applicable	85	78.0	181	80.1	266	79.4
Signing Bonus						
Encouraging	20	18.3	46	20.4	66	19.7
Discouraging	16	14.7	31	13.7	47	14.0
Not Applicable	73	67.0	149	65.9	222	66.3
Other						
Encouraging	10	9.2	28	12.4	38	11.3
Discouraging	0	0.0	1	0.4	1	0.3
Not Applicable	99	90.8	197	87.2	296	88.4

APPENDIX L

Median Retention Initiatives (N = 369)

Top Retention Initiatives	African American		Hispanic		Total	
	Frequency	*Percent*	*Frequency*	*Percent*	*Frequency*	*Percent*
Career Goals						
Encouraging	71	65.1	148	65.5	219	65.4
Discouraging	6	5.5	13	5.8	19	5.7
Not Applicable	32	29.4	65	28.8	97	29.0
Location of Job						
Encouraging	64	58.7	142	62.8	206	61.5
Discouraging	10	9.2	16	7.1	26	7.8
Not Applicable	35	32.1	68	30.1	103	30.7
Salary						
Encouraging	63	57.8	134	59.3	197	58.8
Discouraging	29	26.6	50	22.1	79	23.6
Not Applicable	17	15.6	42	18.6	59	17.6
Benefits						
Encouraging	62	56.9	136	60.2	198	59.1
Discouraging	29	26.6	39	17.3	68	20.3
Not Applicable	18	16.5	51	22.6	69	20.6
Size of district/school						
Encouraging	57	52.3	104	46.0	161	48.1
Discouraging	5	4.6	12	5.3	17	5.1
Not Applicable	47	43.1	110	48.7	157	46.9

APPENDIX M

Low Retention Initiatives (N = 369)

Low Retention Initiatives	African American		Hispanic		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Curriculum						
Encouraging	56	51.4	124	54.9	180	53.7
Discouraging	18	16.5	34	15.0	52	15.5
Not Applicable	35	32.1	68	30.1	103	30.7
Class Size						
Encouraging	44	40.4	93	41.2	137	40.9
Discouraging	21	19.3	47	20.8	68	20.3
Not Applicable	44	40.4	86	38.1	130	38.8
Community Support						
Encouraging	35	32.1	78	34.5	113	33.7
Discouraging	27	24.8	58	25.7	85	25.4
Not Applicable	47	43.1	90	39.8	137	40.9
Individual Social Status						
Encouraging	33	30.3	79	35.0	112	33.4
Discouraging	11	10.1	19	8.4	30	9.0
Not Applicable	65	59.6	128	56.6	193	57.6
Parental Support						
Encouraging	26	23.9	71	31.4	97	29.0
Discouraging	50	45.9	87	38.5	137	40.9
Not Applicable	33	30.3	68	30.1	101	30.1
Location of Spouse/ Significant Other						
Encouraging	25	22.9	65	28.8	90	26.9
Discouraging	6	5.5	4	1.8	10	3.0
Not Applicable	78	71.6	157	69.5	235	70.1
Other						
Encouraging	7	6.4	18	8.0	25	7.5
Discouraging	1	0.9	2	0.9	3	0.9
Not Applicable	101	92.7	206	91.2	307	91.6

VITA

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Education
Ph.D. – Texas A&M University, 2005, Educational Human Resource Development

M.Ed. – Texas A&M University, 1994, Educational Psychology

B.S. – Texas A&M University, 1990, Curriculum and Instruction

Work Experience
Counselor Support Specialist, Garland ISD, Garland, Texas, 2004 to 2005

Assistant School Administrator, Community Education Partnership Schools – APS-CEP
    Partnership School (Atlanta), Village Fair Campus (Dallas), Beechnut Campus
    (Houston), Community Education Partners, Nashville, Tennessee, 2000 – 2004

Teacher, Texas Youth Commission – Hamilton State School, Bryan, Texas, 1998 – 2000

Counselor, Bryan ISD - Bryan High School, Bryan, Texas, 1993 – 1998

Teacher, Bryan ISD – Sam Rayburn Middle School and Lamar Elementary, Bryan,
    Texas, 1990 – 1993

Professional Memberships
Association for Supervision and Curriculum Development
Texas Counseling Association
National Alliance of Black School Educators
Texas Alliance of Black School Educators
Garland Area Alliance of Black School Educators

Professional Licenses
Texas Principal Certificate
Texas Guidance Counselor Certificate
Texas Vocational Counselor Certificate
Texas Teaching Certificate