



# SURVEY OF RURAL SCHOOLS AND COMMUNITIES

## Report of Results

### Overview:

Through a partnership between NREA, Rural Schools Collaborative, and TNTP, the Survey of Rural Schools and Communities gathered input from rural teachers and community members from across the country to help us gain a sense of assets and opportunities that rest within individuals states and regions. When it comes to recruiting teachers to rural schools, we know that an understanding of individual places matters deeply.

So, we asked rural people to tell us what they love about their communities and what they see as barriers for recruiting teachers to come to their local schools.

The survey was open from February 1, 2019 – April 26, 2019. In the pages that follow, we recap some of the broad highlights from the survey data and also break out the results by state. It should be noted that the survey also gathered a wealth of open-ended comments that are not captured in these results, but that will be used by our respective organizations in the development of future rural recruitment efforts and resource development.

## Survey Highlights

Total Survey Responses

2,522

Rural Teacher Responses

1,371

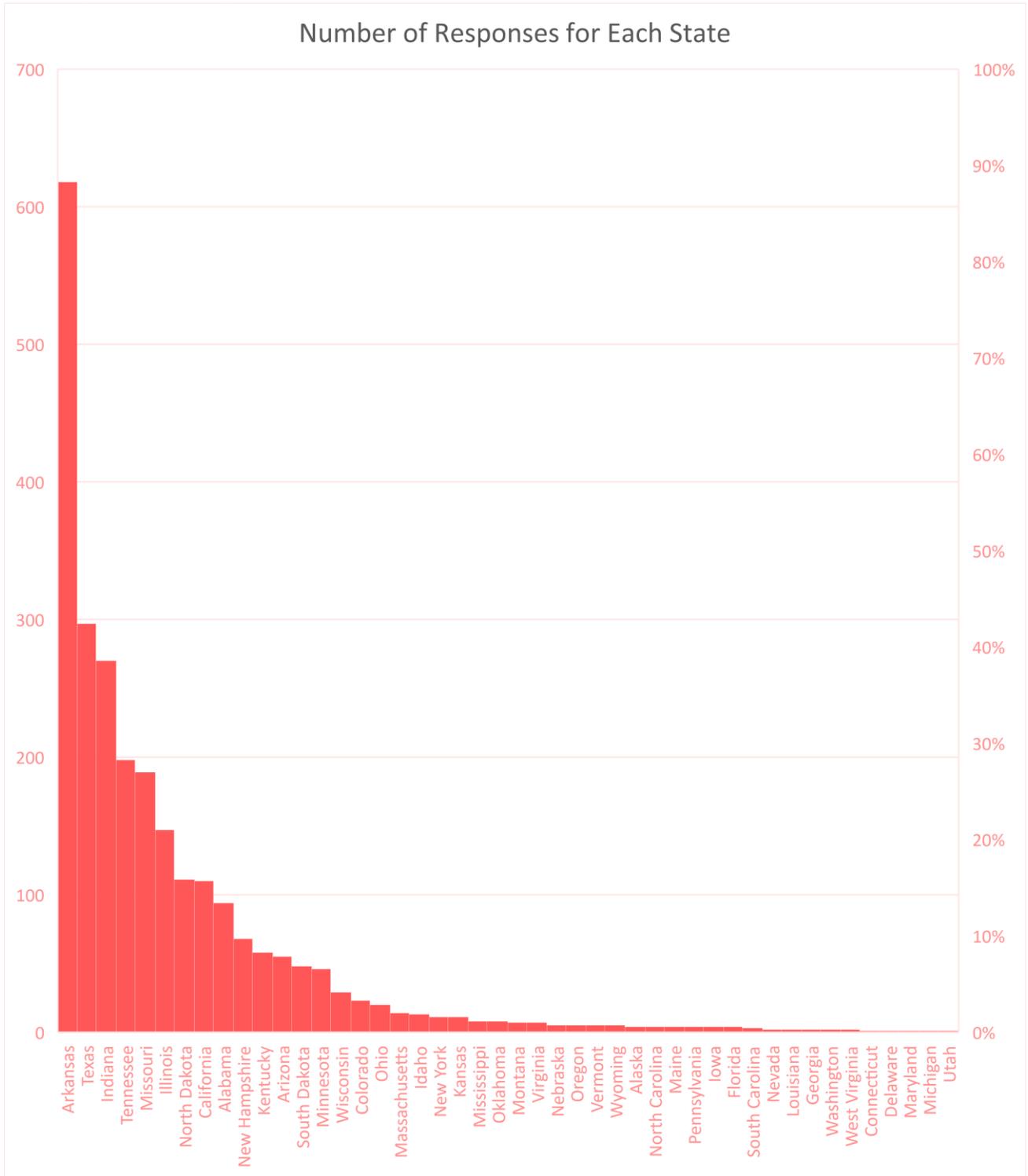
States Represented

45

Percent Who Rated Low Salary as Barrier

79%

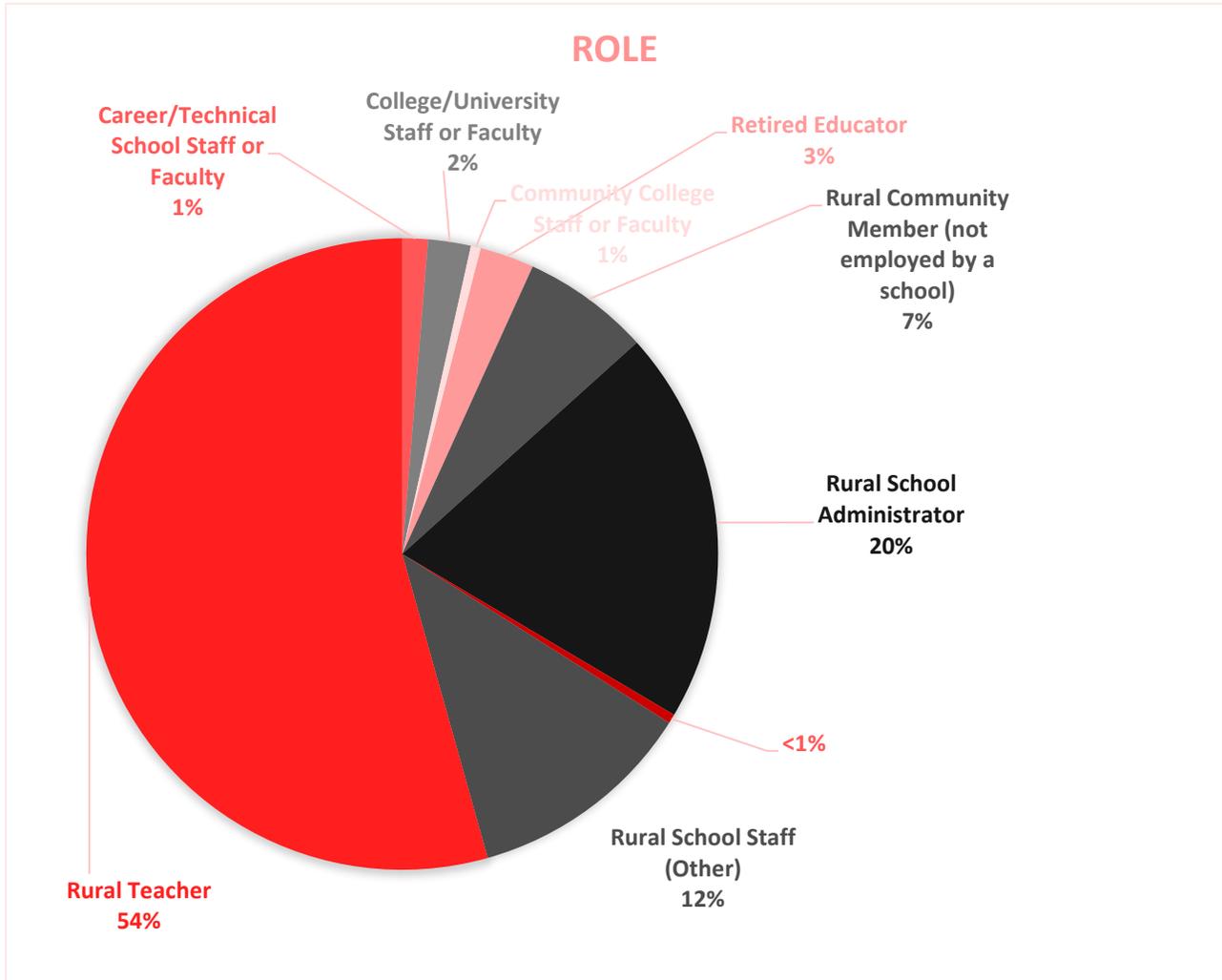
# Survey Summary



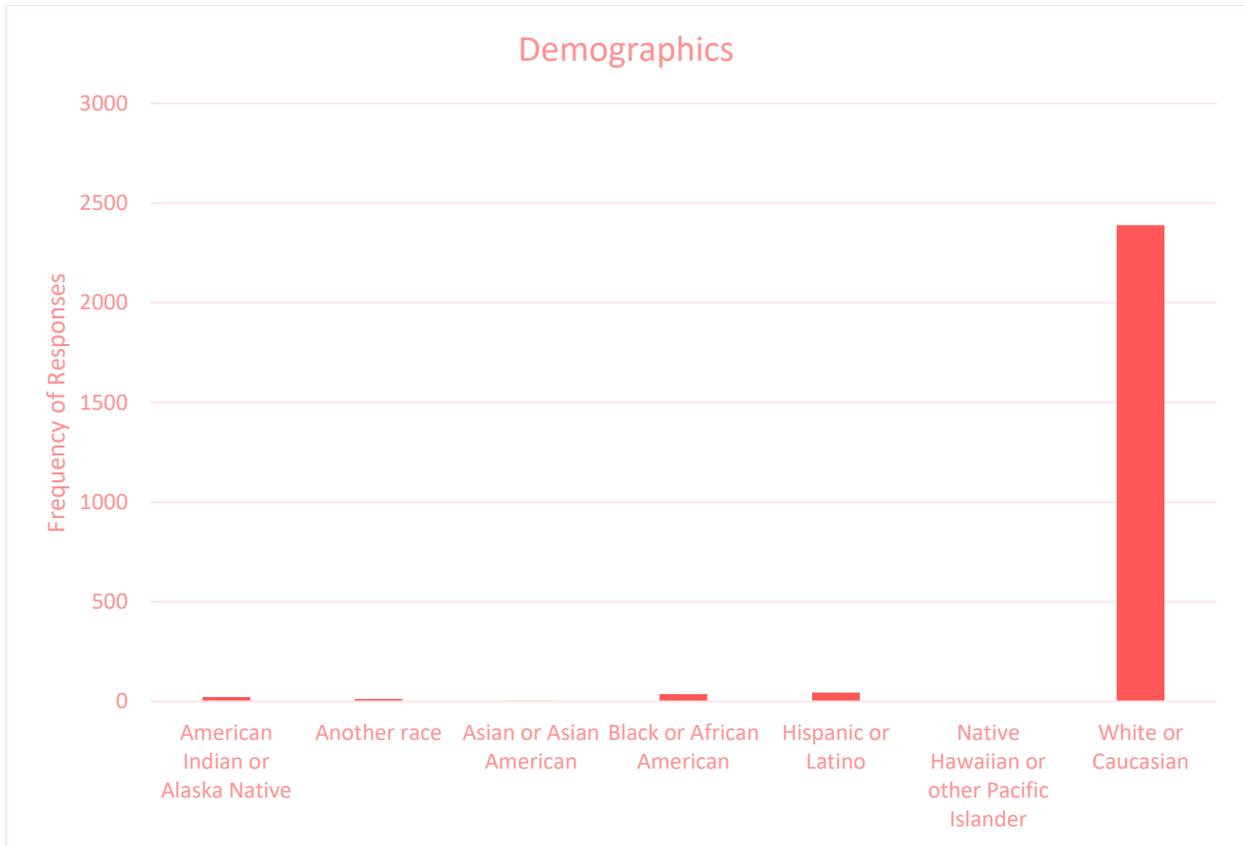
---

## By Role

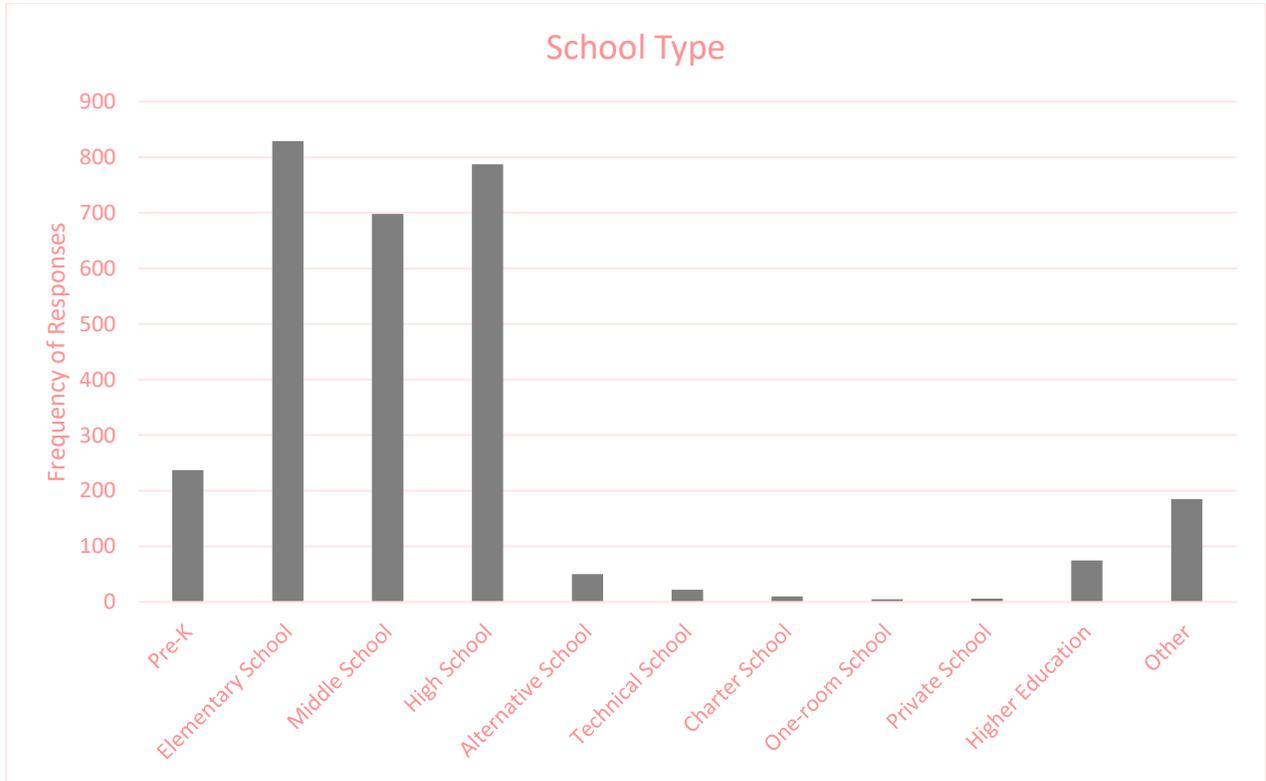
---



## By Race



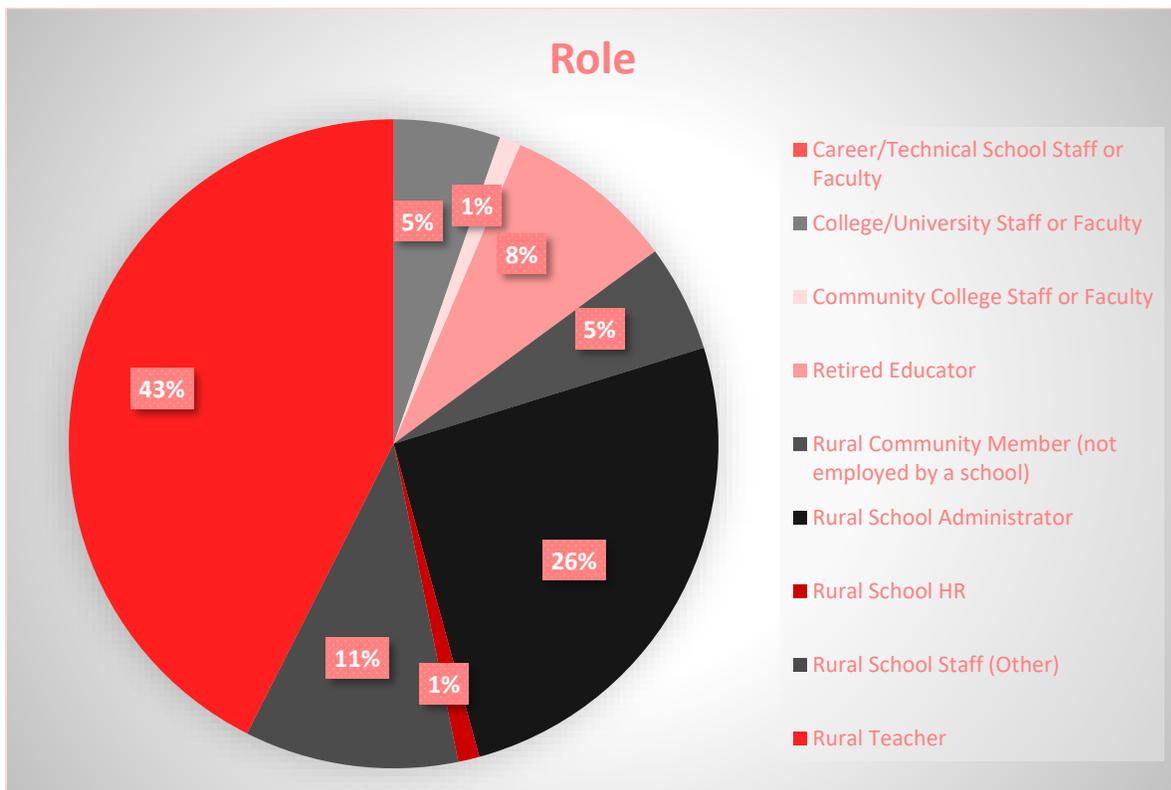
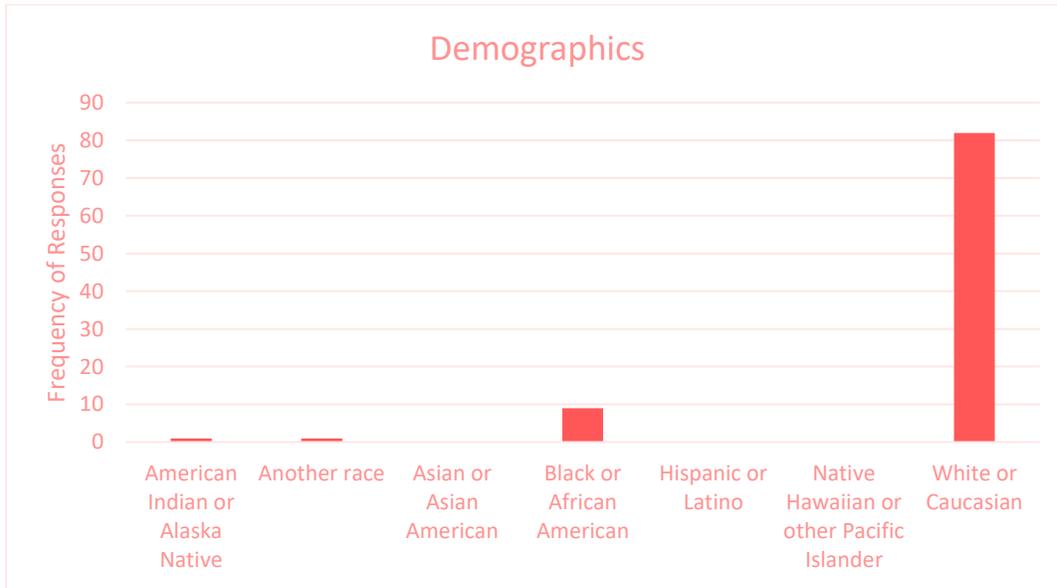
## By School Type

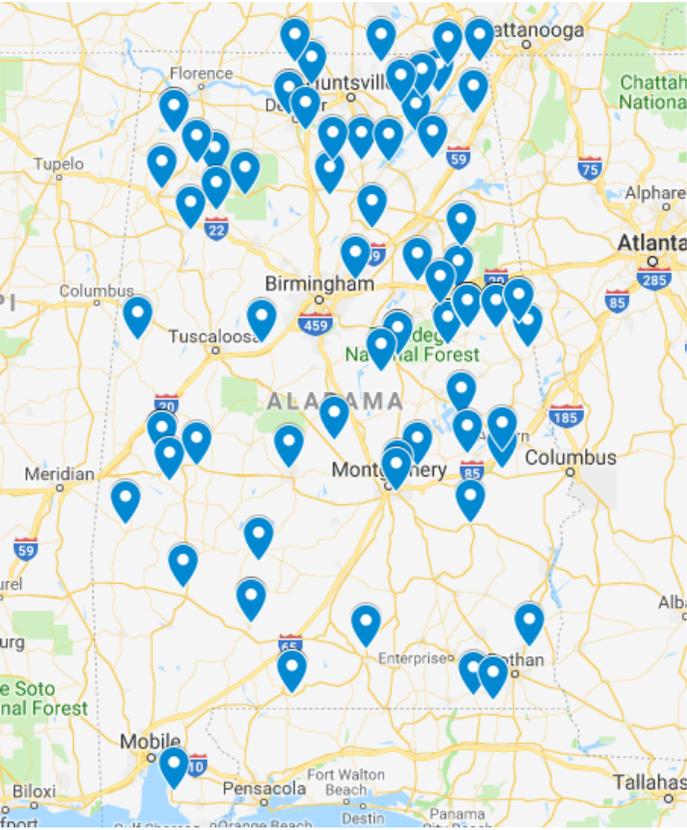
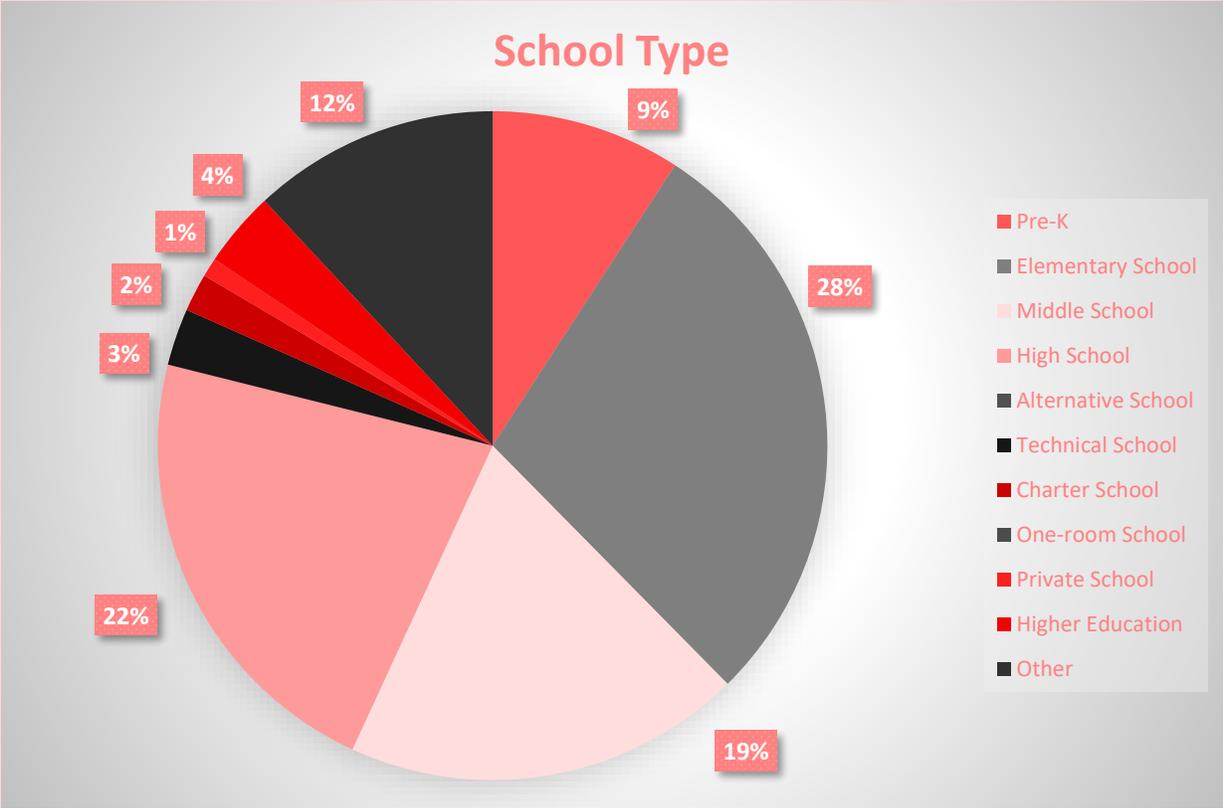


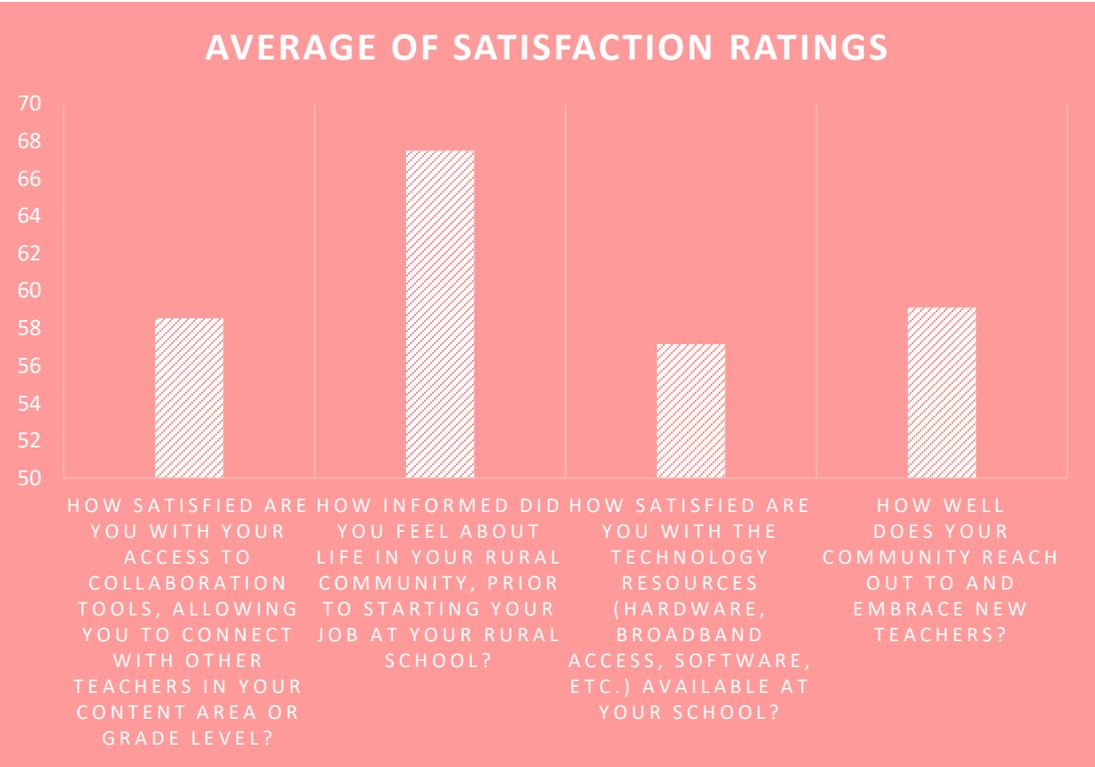
# State Profiles

## Alabama

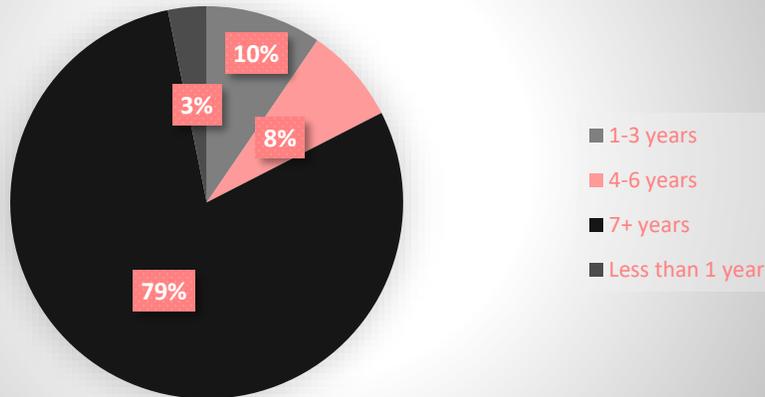
Total Submissions: 94



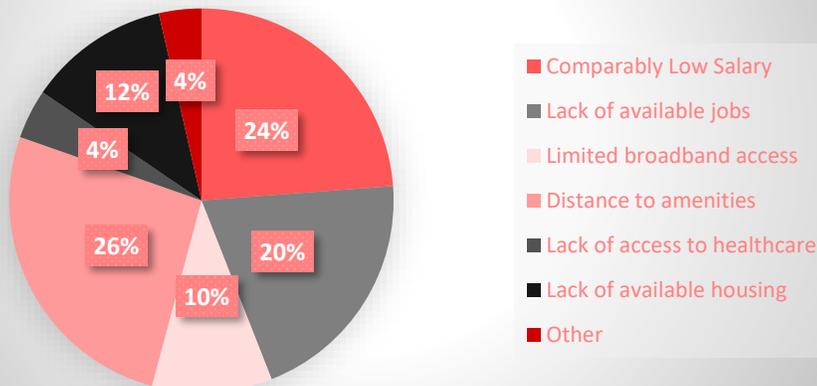




## Length of Time Lived in Community



## Biggest Barriers for Recruitment/Retention

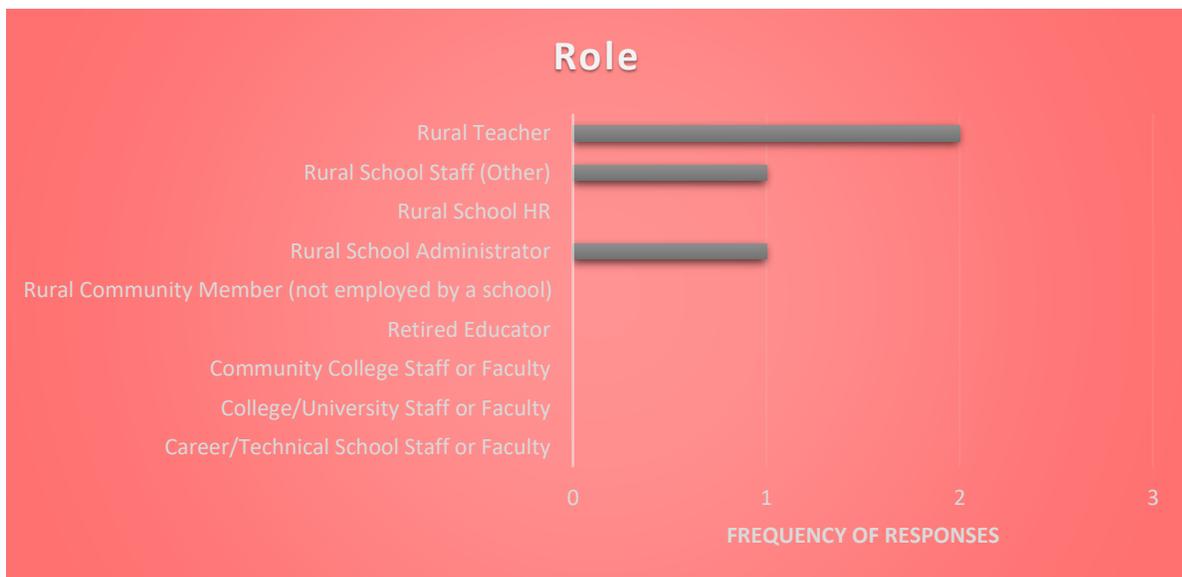
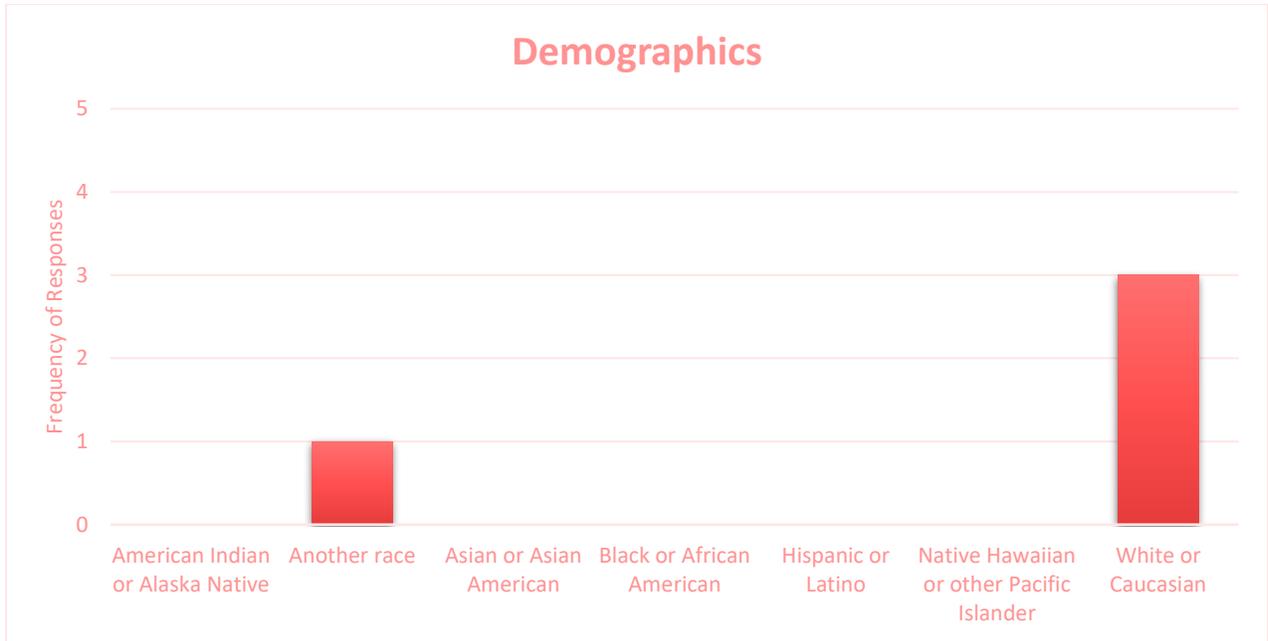


Other barriers not covered in the pie chart:

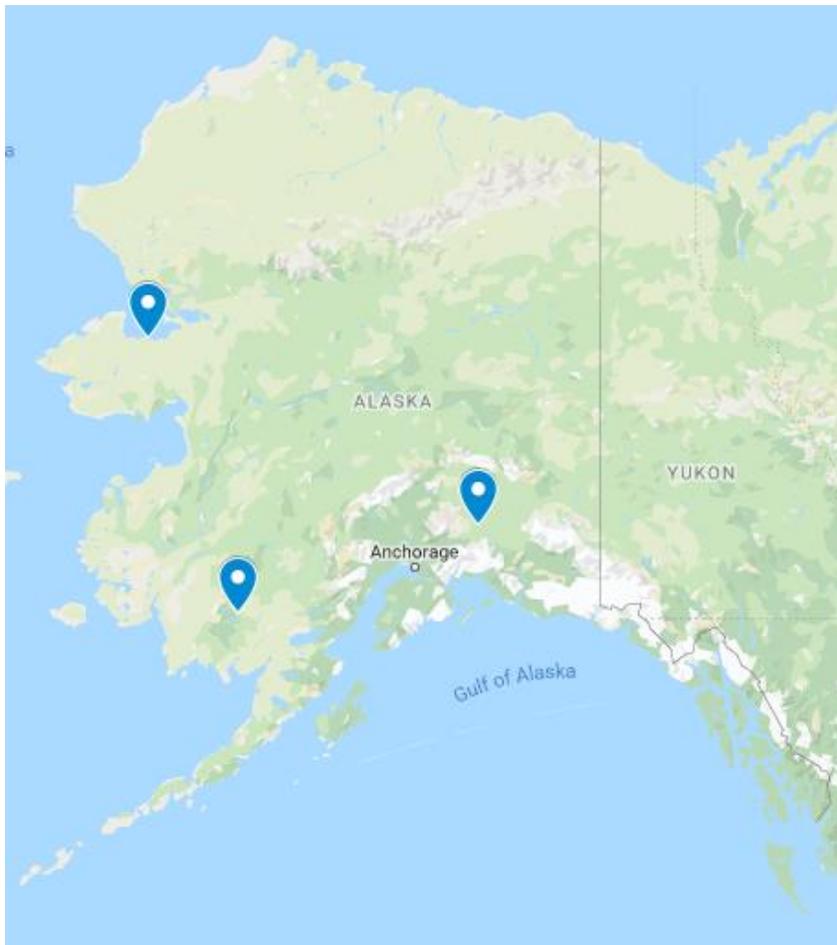
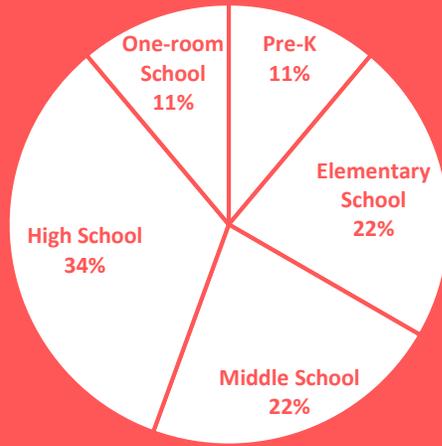
- Lack of technology; Lack of training/implementation of new programs
- My answers above are based on previous employment in a Rural Community.
- low income community
- Lack of employment for spouses; not much social opportunities for single teachers
- In our school system it is rare for an "outsider" to be hired into the school.
- Quality of Life, city structure/resources, high ELL population

# Alaska

Total Submissions: 4



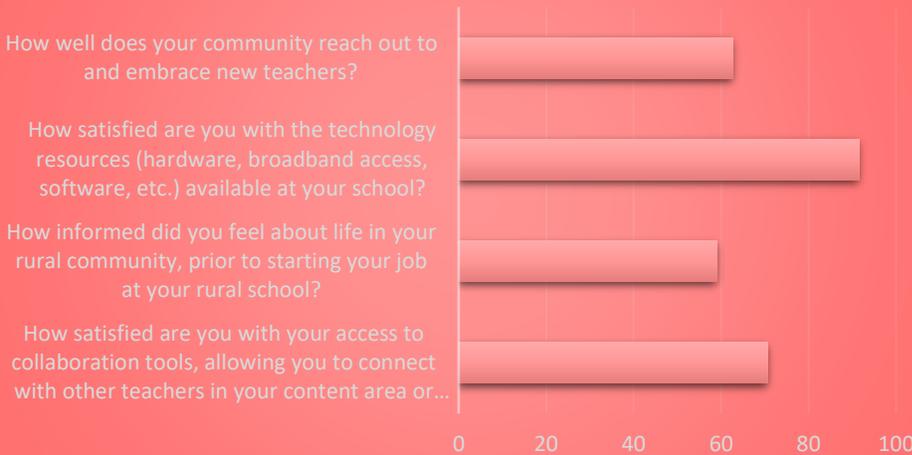
## SCHOOL TYPE

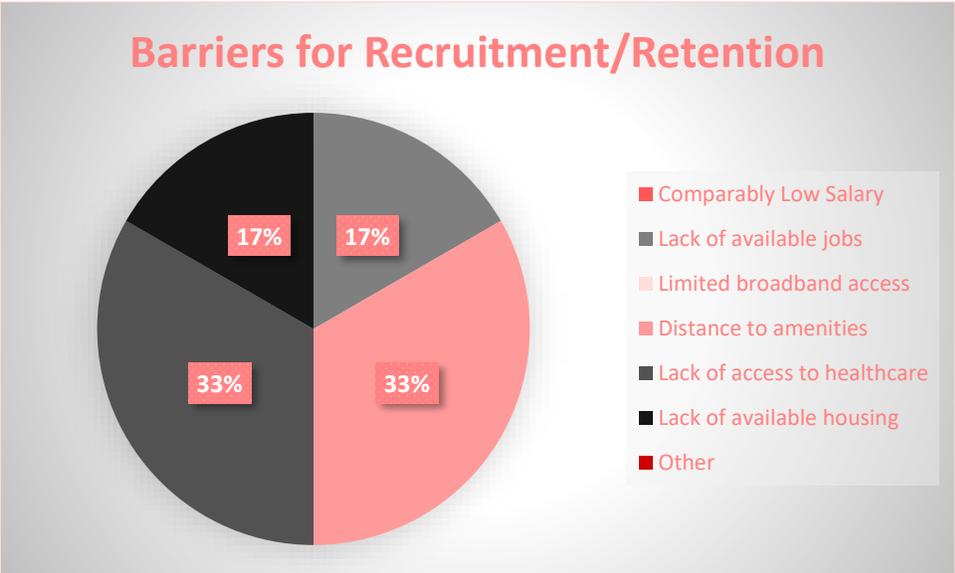
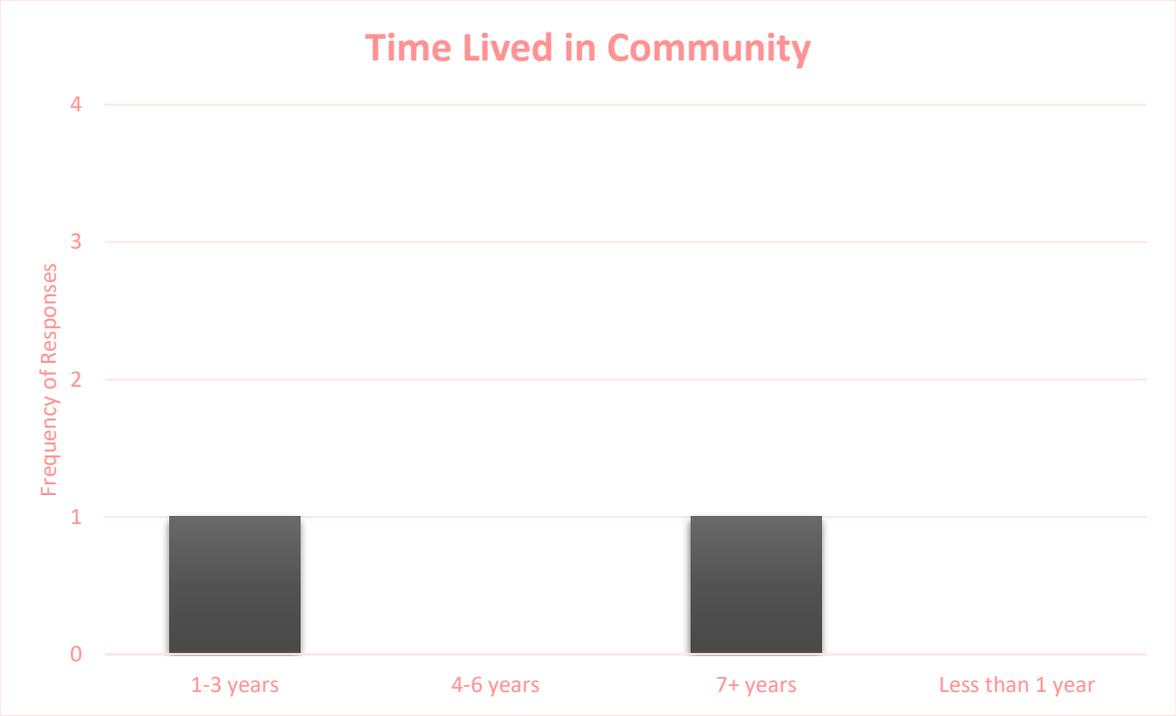


## Distance From Work



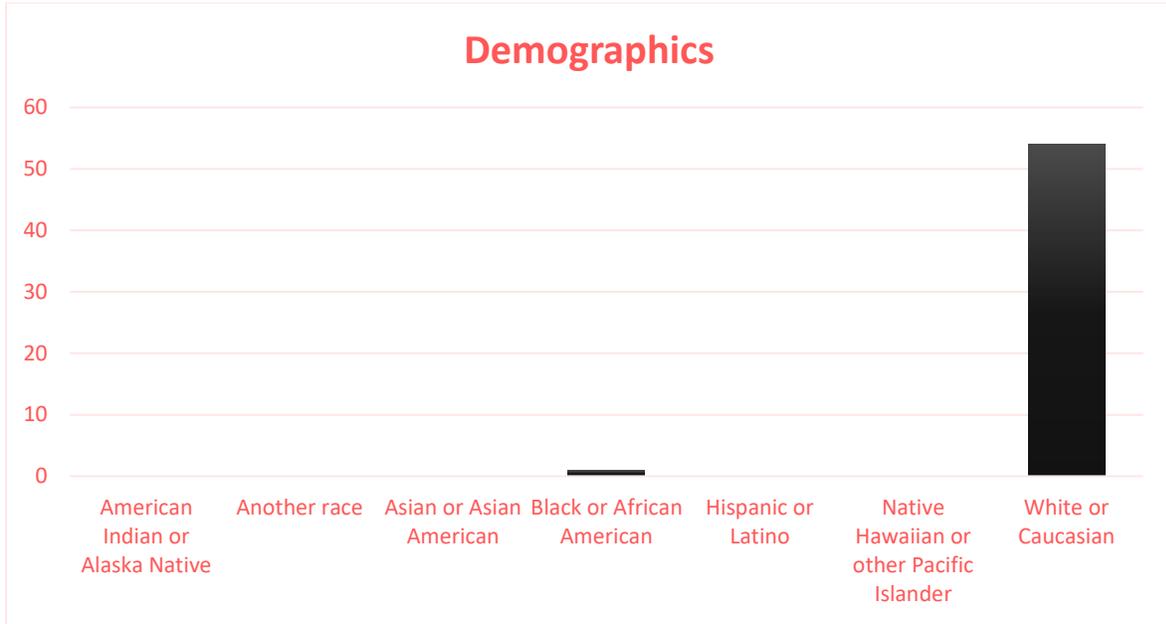
## Average Satisfaction Rankings

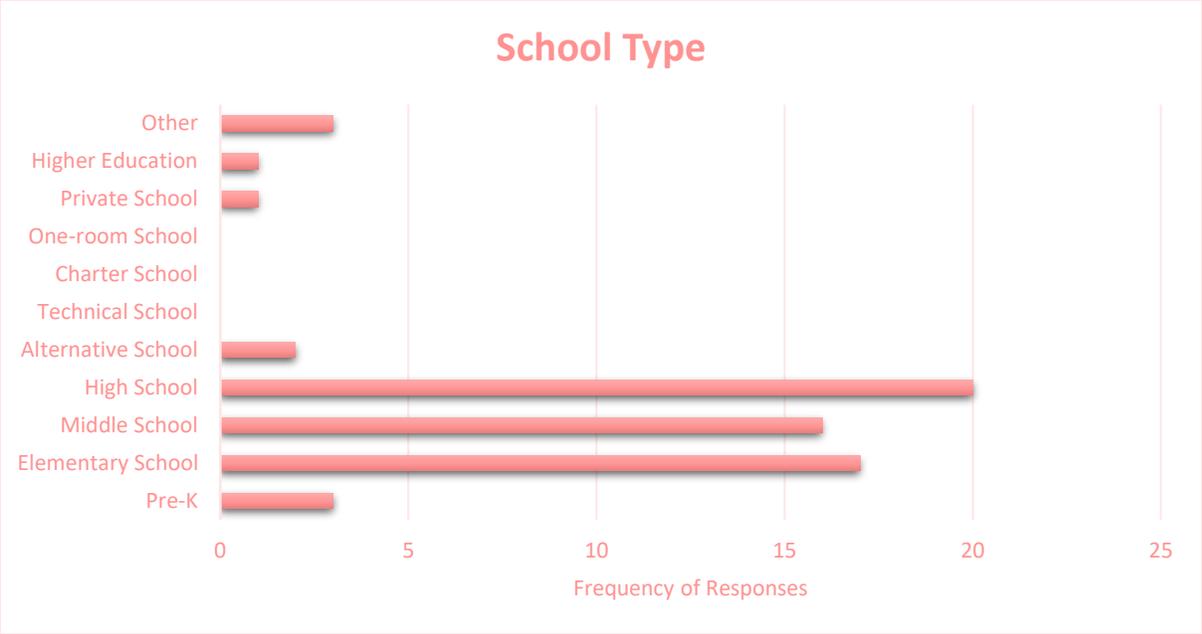
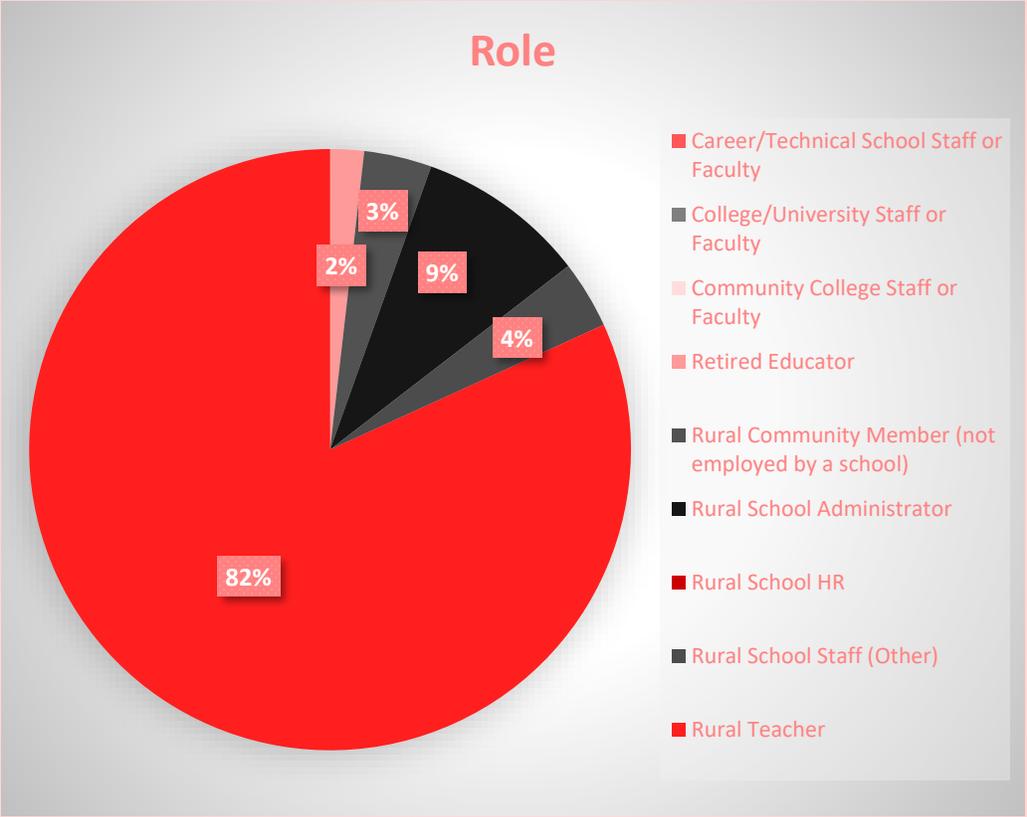


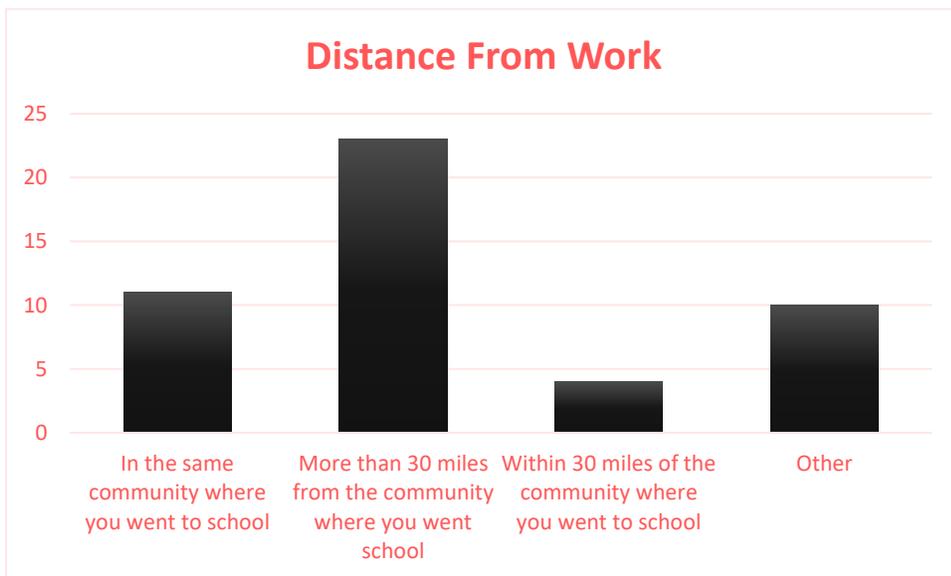
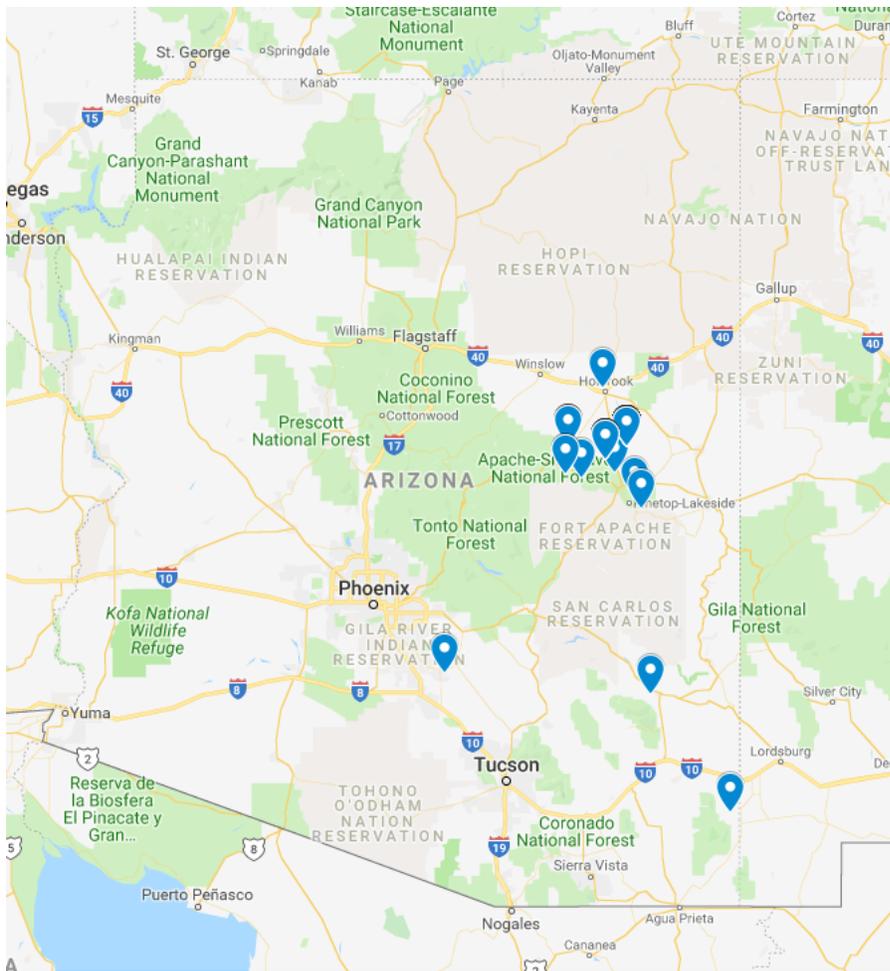


## Arizona

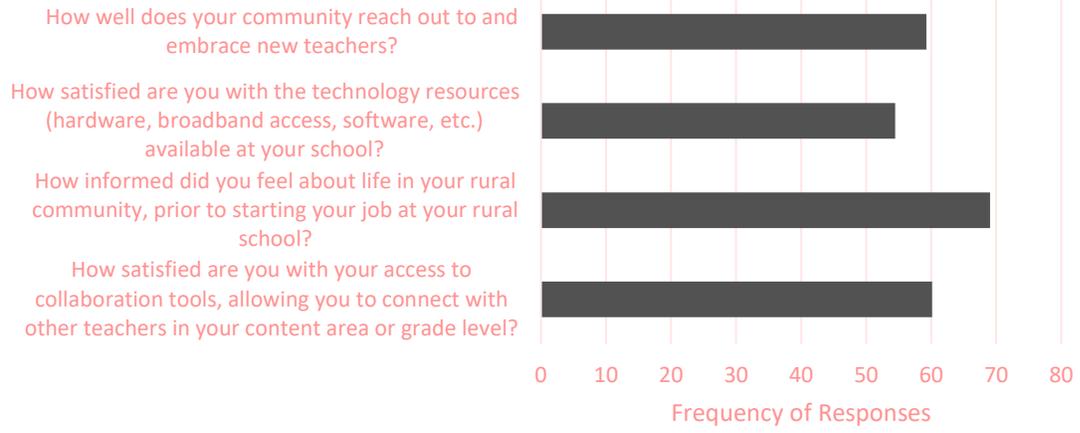
Total Submissions: 55







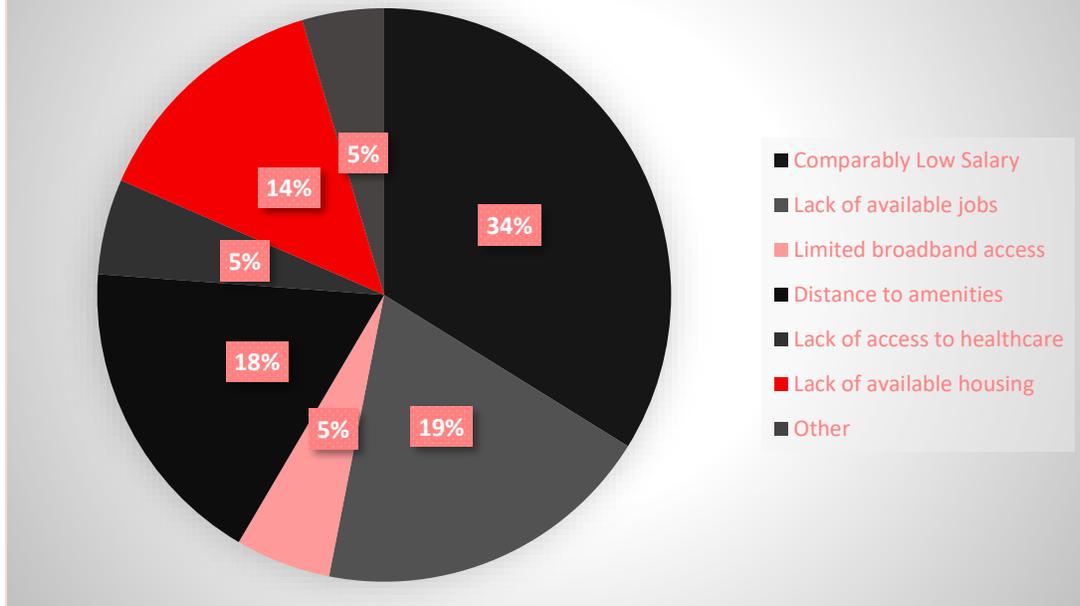
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention

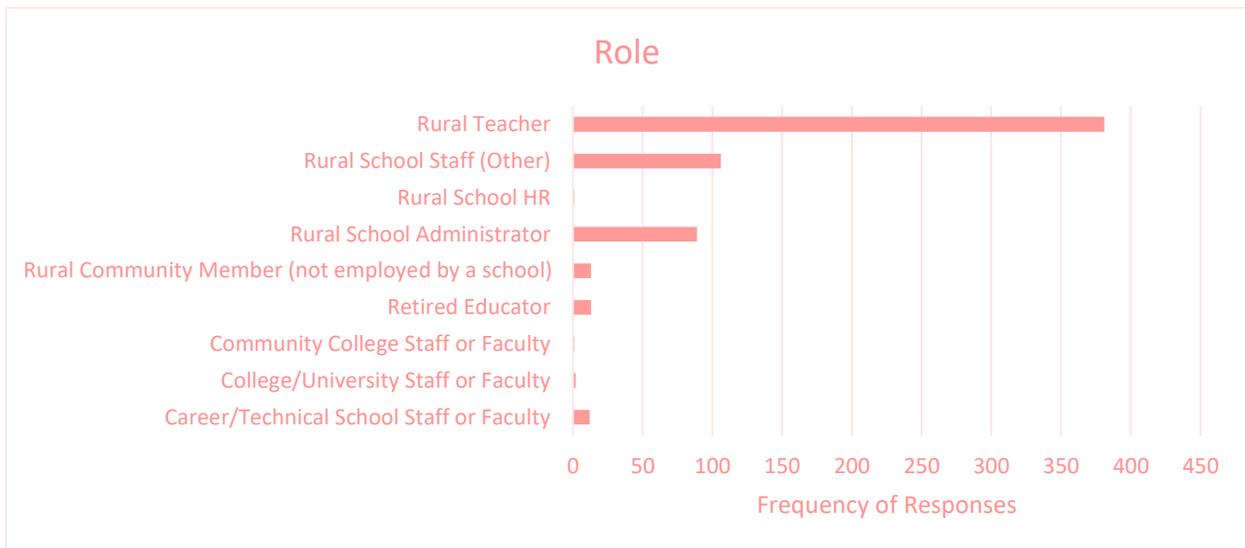
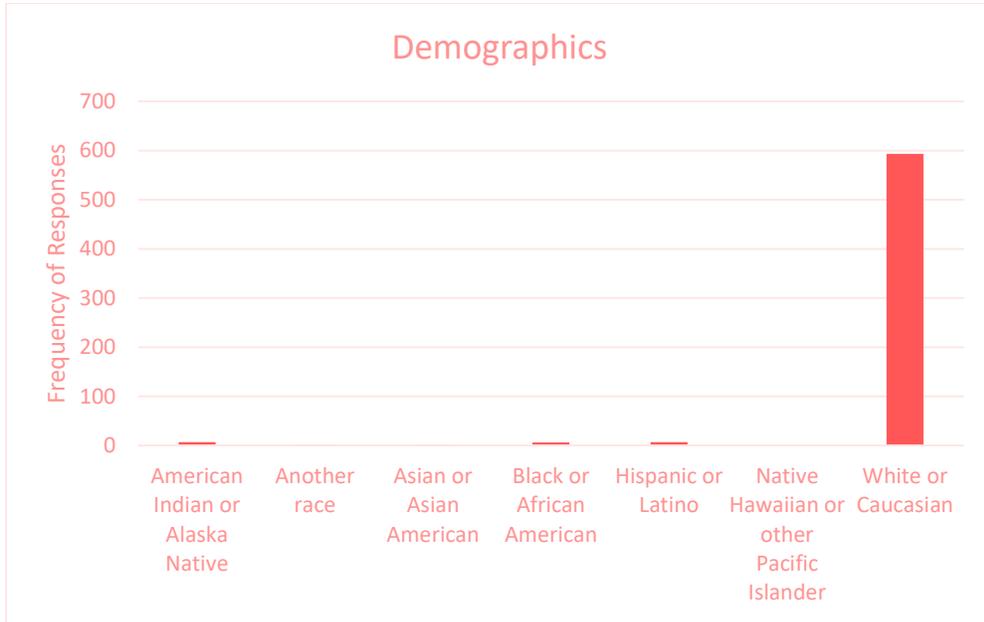


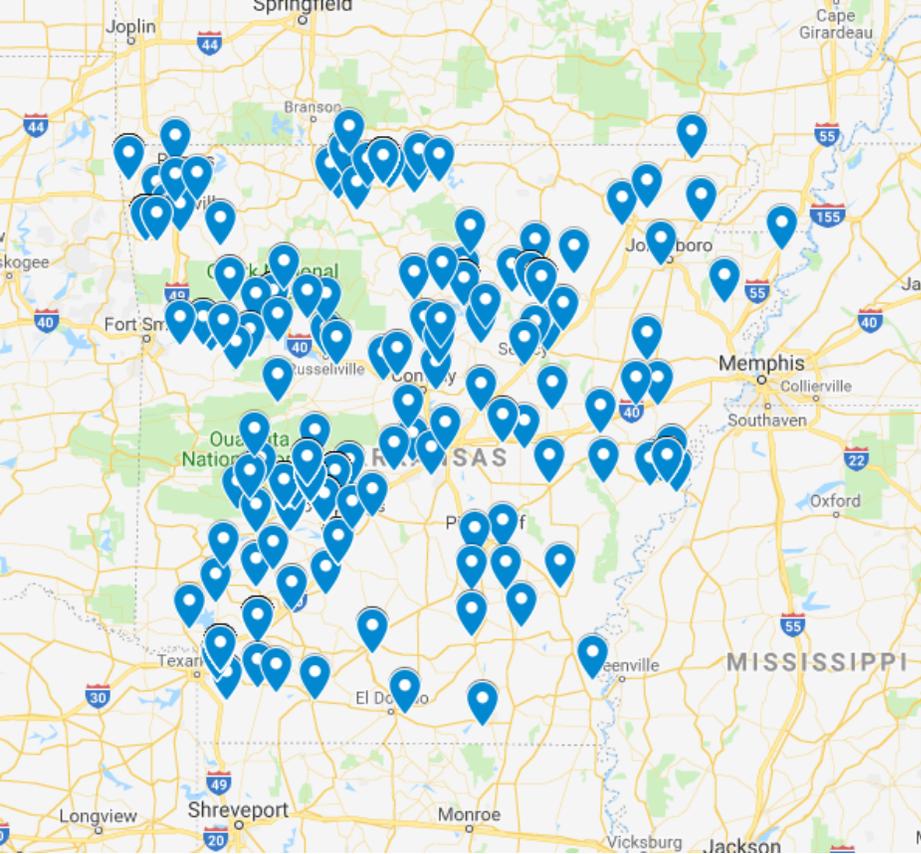
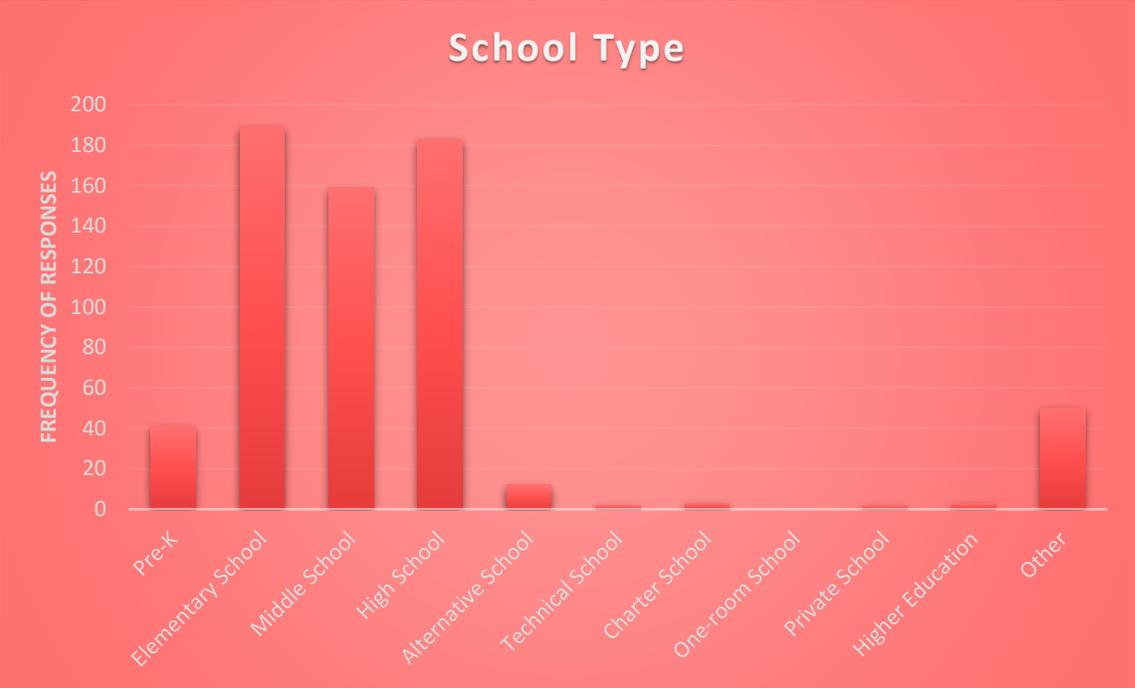
Additional barriers:

- Adult activities found in larger cities
- Social life for those who do not come from the area and don't have friends or family here
- Cultural homogeneity that doesn't integrate newcomers very well. While the community is still safer and more polite than it was in the city, I had a hard time finding a place to "fit in."
- Religion Biases
- limited classroom funding compared to urban schools
- Not attracting single educators, better for families.

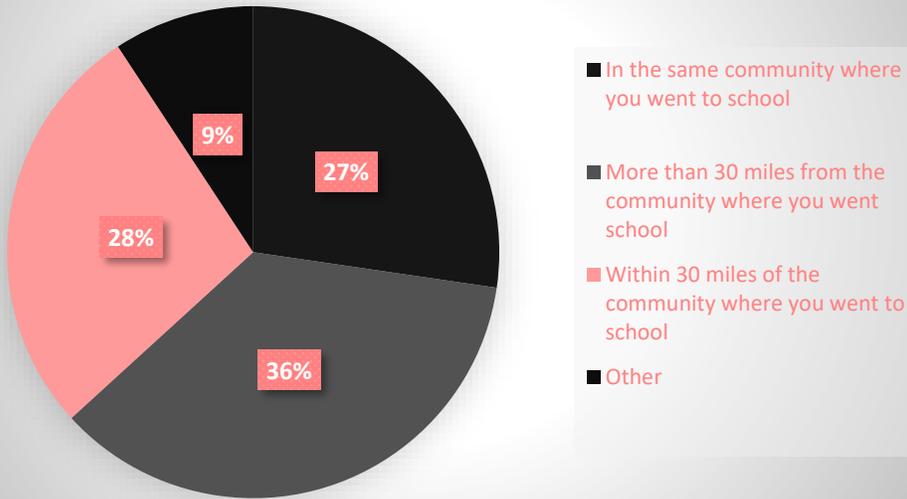
# Arkansas

Total Submissions: 618

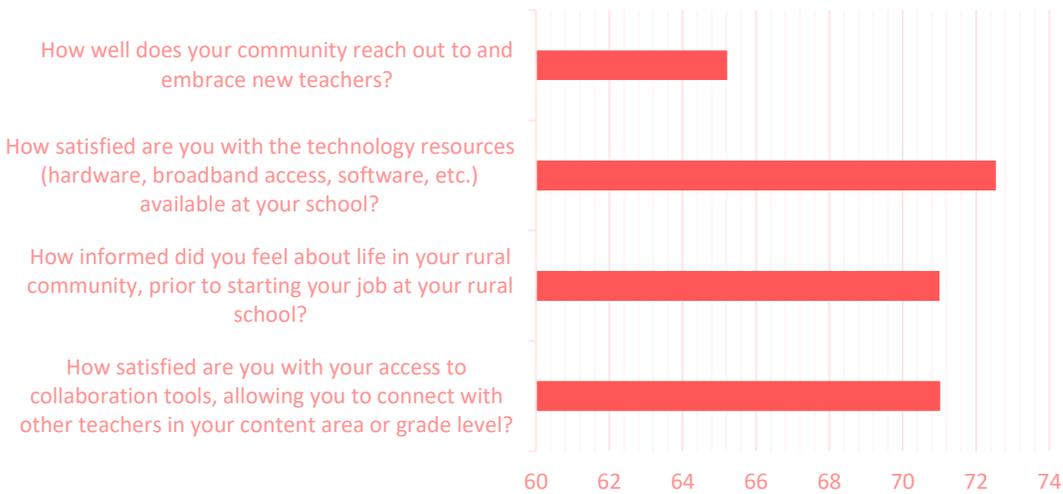




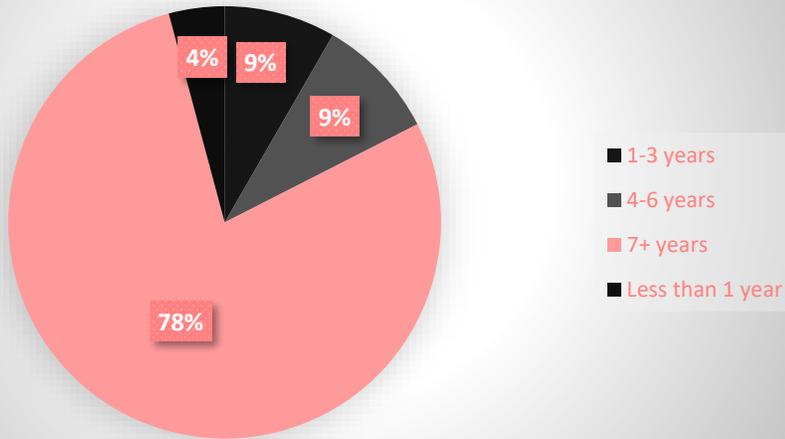
## Distance From Work



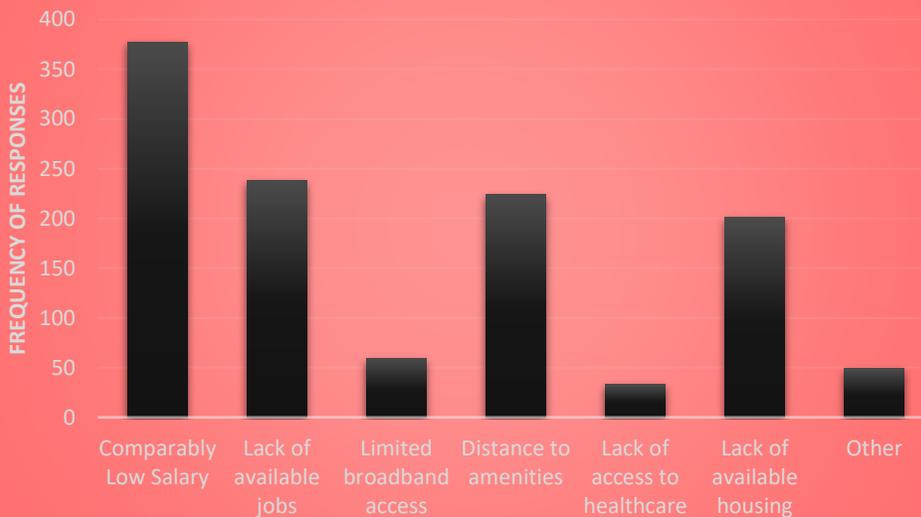
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention



### Additional Barriers:

- our town used to be a nice town where people knew each other, now noone knows or even want to know the people in the community. the old folks sit around the gas station and talk about how bad the drugs are in the town.
- limited diversity in elected & citizen leadership
- The ducational system has been in declined for the last 30 years. Lack of a good educational system prevents people, especially those with children of school age, to move to our communitiy.
- Drugs
- Crime

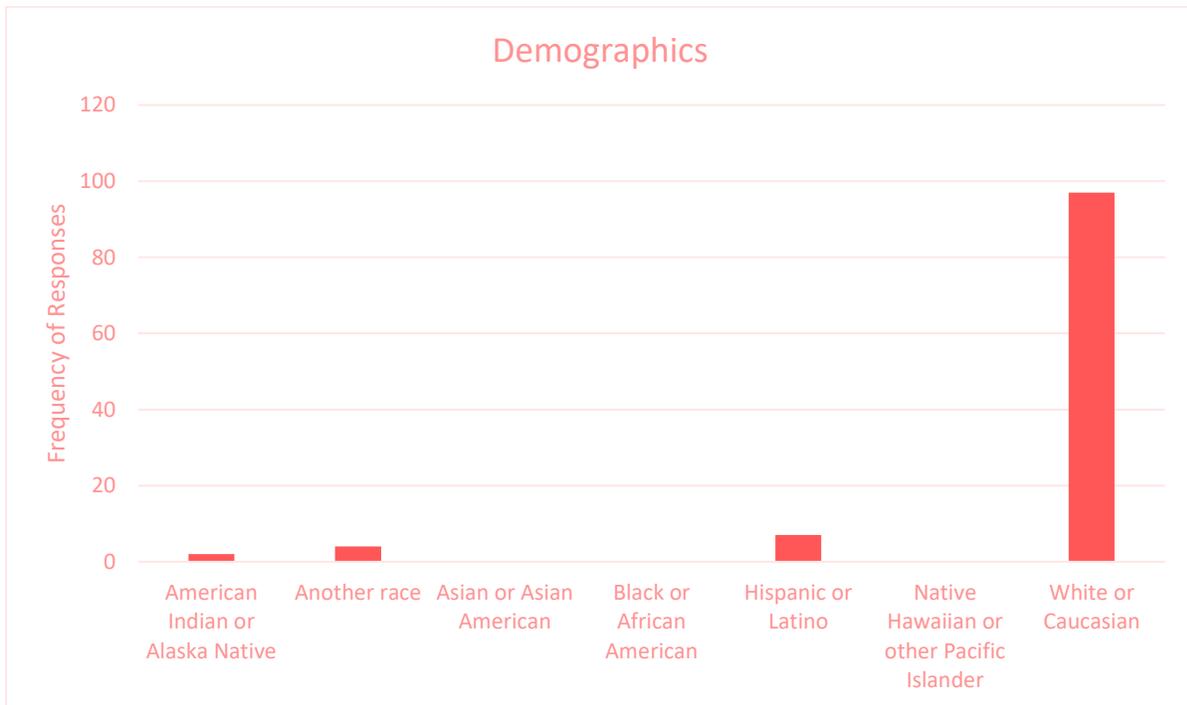
- It's not lack of available teaching jobs, it's that there's no where to go from there. No teacher leadership structure. And if you aren't teaching and want to stay, few job prospects. There's a growing professional class that teachers can join, alongside engineers at the local oil and gas company, but otherwise tougher.
- Negative perception of community & educational system
- Community service
- The town's roads are terrible.
- affordable housing
- I checked low salary, because I think that is a factor in schools where I teach
- Unique challenges of teaching online
- low student achievement
- Too many rules and regulations on the profession, coupled with pay, make teaching a non-attractive career option. Without the retirement, it will fail.
- Unstable school board
- Lack of child Care
- Lack of opportunities for young people to meet/hang out with other young people in a social setting.
- Low salary X1000000
- Many businesses, schools seem to be downsizing.
- none in our district
- definitely salary, especially at the upper end of our years
- Lack of city water and sewer in community for housing
- If they live in city limits of Texarkana they do not have to pay state income taxes. Higher property taxes in our area. House values are higher.
- None
- poor facilities
- isolation (in teaching; being the only teacher for a certain subject or grade level; no planning teams)
- school size and behavior issues
- Lack of support from parents and the administration. As long as it looks good on paper.
- Safety in the community.
- student discipline and ever changing of curriculum
- Lack of diversity
- low scores in our public schools
- Schools (Ft Smith, Russellville, & NWA) are booming attract talent away. Also, all the hats you have to wear in a smaller school district.
- reputation of community
- Too much political hiring
- Small-town politics
- How dirty, trashy, broken down buildings, our community looks.
- Cliqueish behavior of people in the community

- Student behavior and actions
- Lack of available housing is huge for our students probably more than our teachers.
- High poverty
- Lack of amenities
- Our school has competitive salaries for the area. Healthcare is VERY expensive and significantly impacts take home pay. Teachers are required to do so much more than teach and our schedules are full. Most teachers who do a good job and want to make an impact quickly decide to become an administrator because the pay is much better or find a different job because of the stress.
- technology
- Teacher mentors
- Lack of affordable housing.
- Business corporations. Jobs aren't here. Schools aren't strong.
- It's hard to get a job if you don't already know someone within the district with connections.

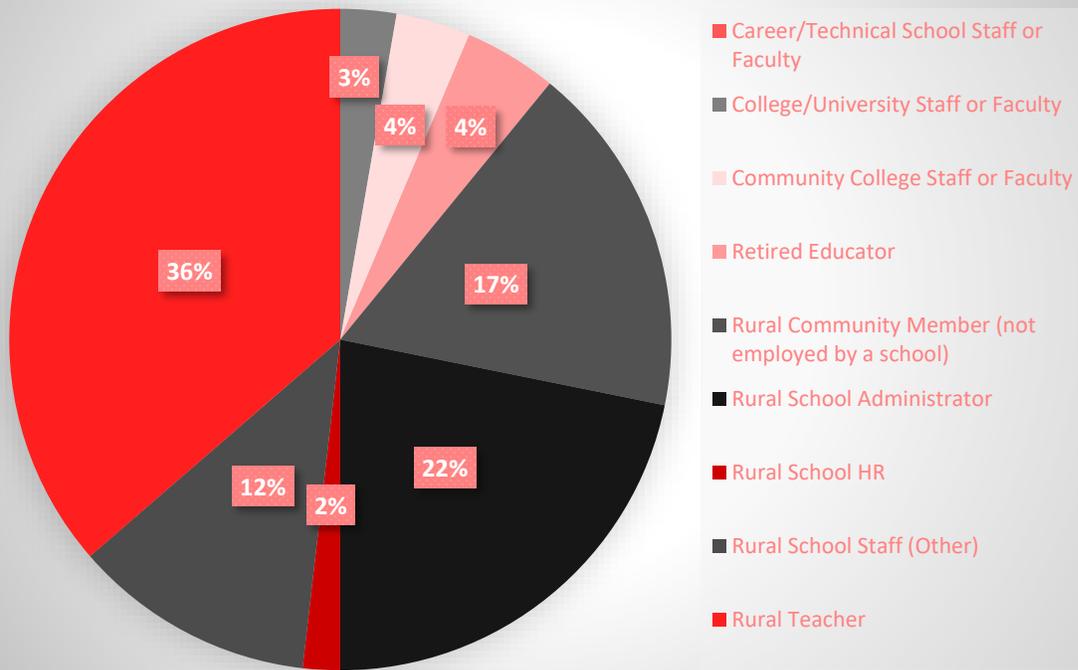
## California

---

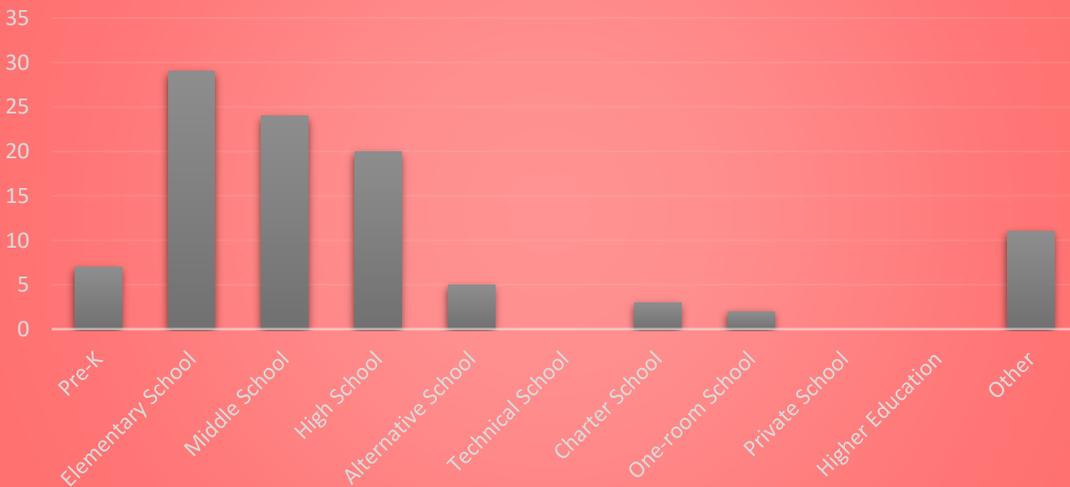
Total Submissions: 110

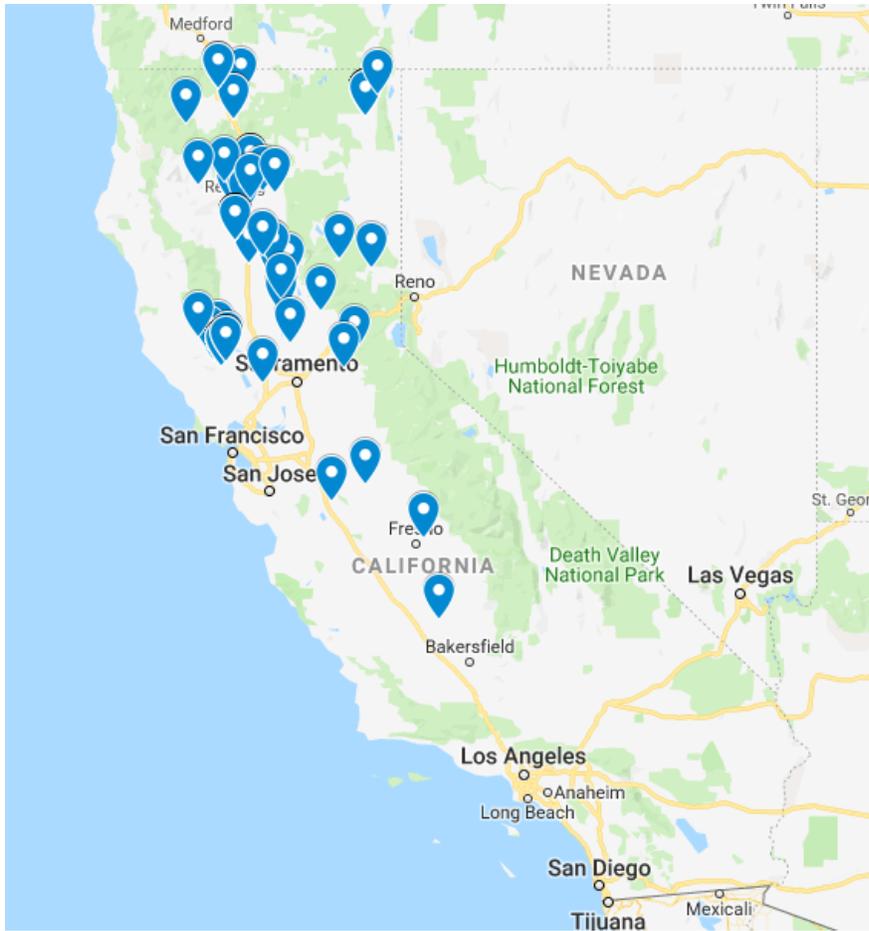


## Role

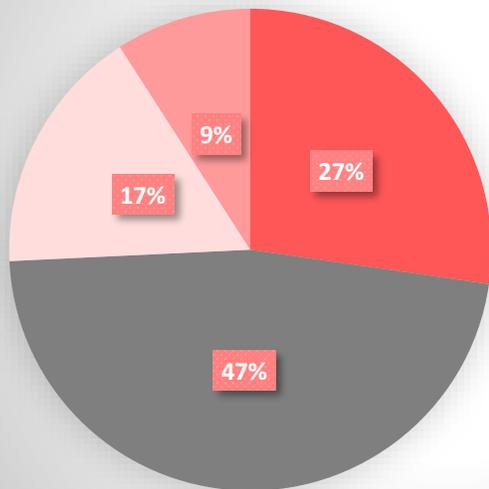


## School Type



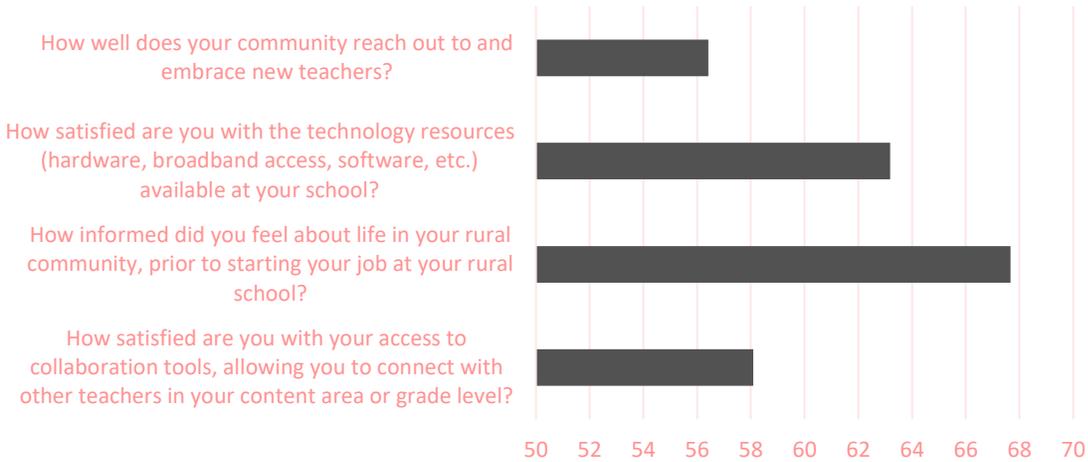


### Distance From Work

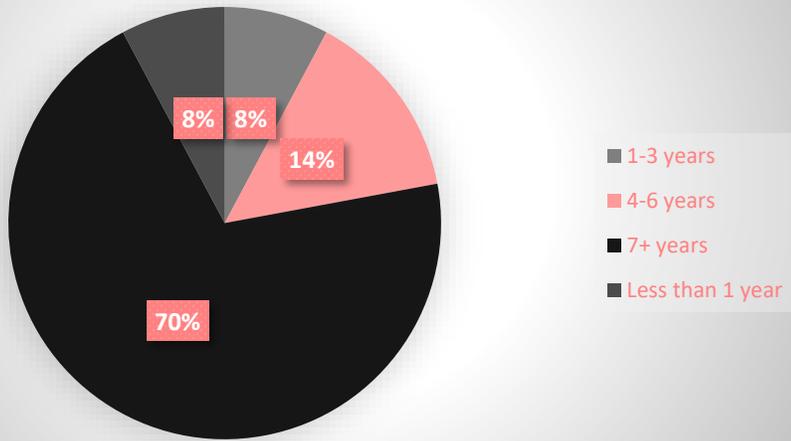


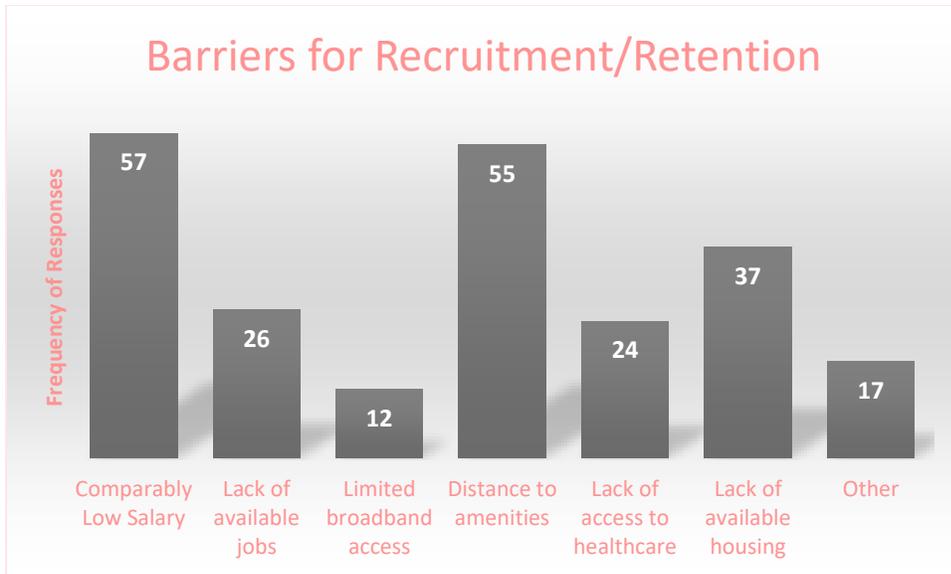
- In the same community where you went to school
- More than 30 miles from the community where you went to school
- Within 30 miles of the community where you went to school
- Other

### Average of Satisfaction Rankings



### Time Lived in Community



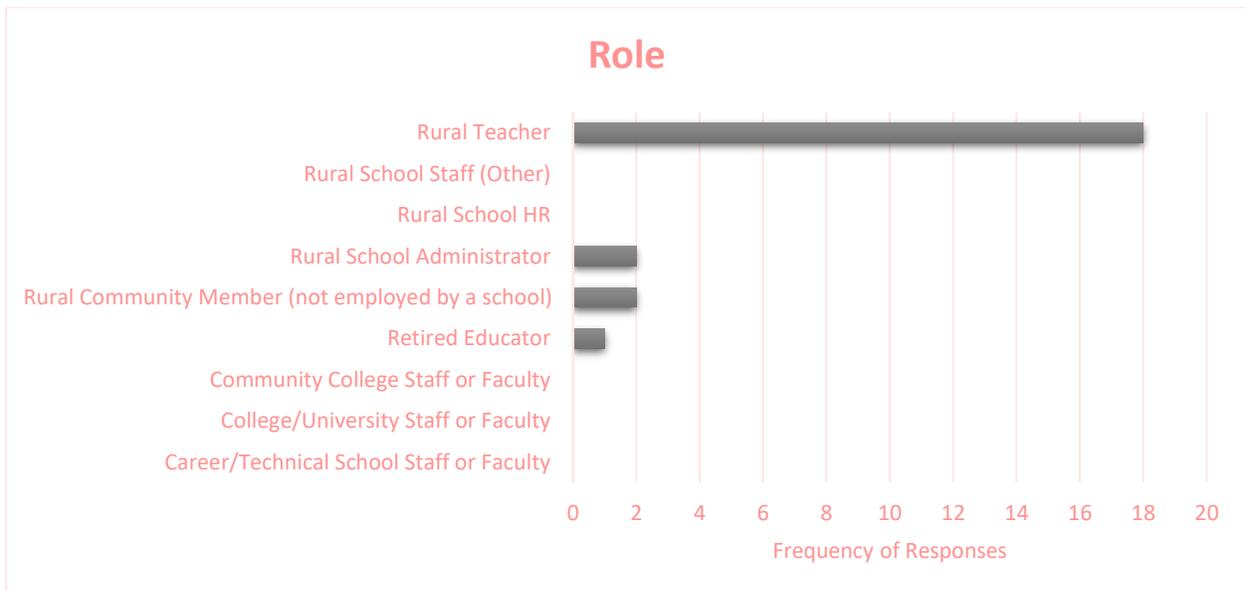
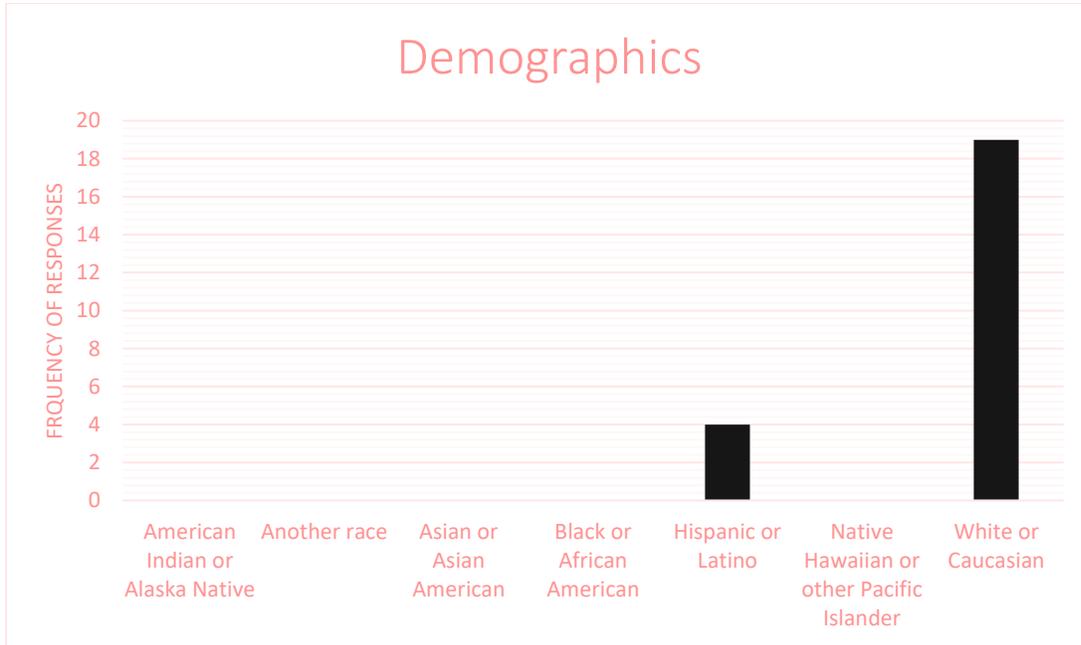


#### Additional Barriers:

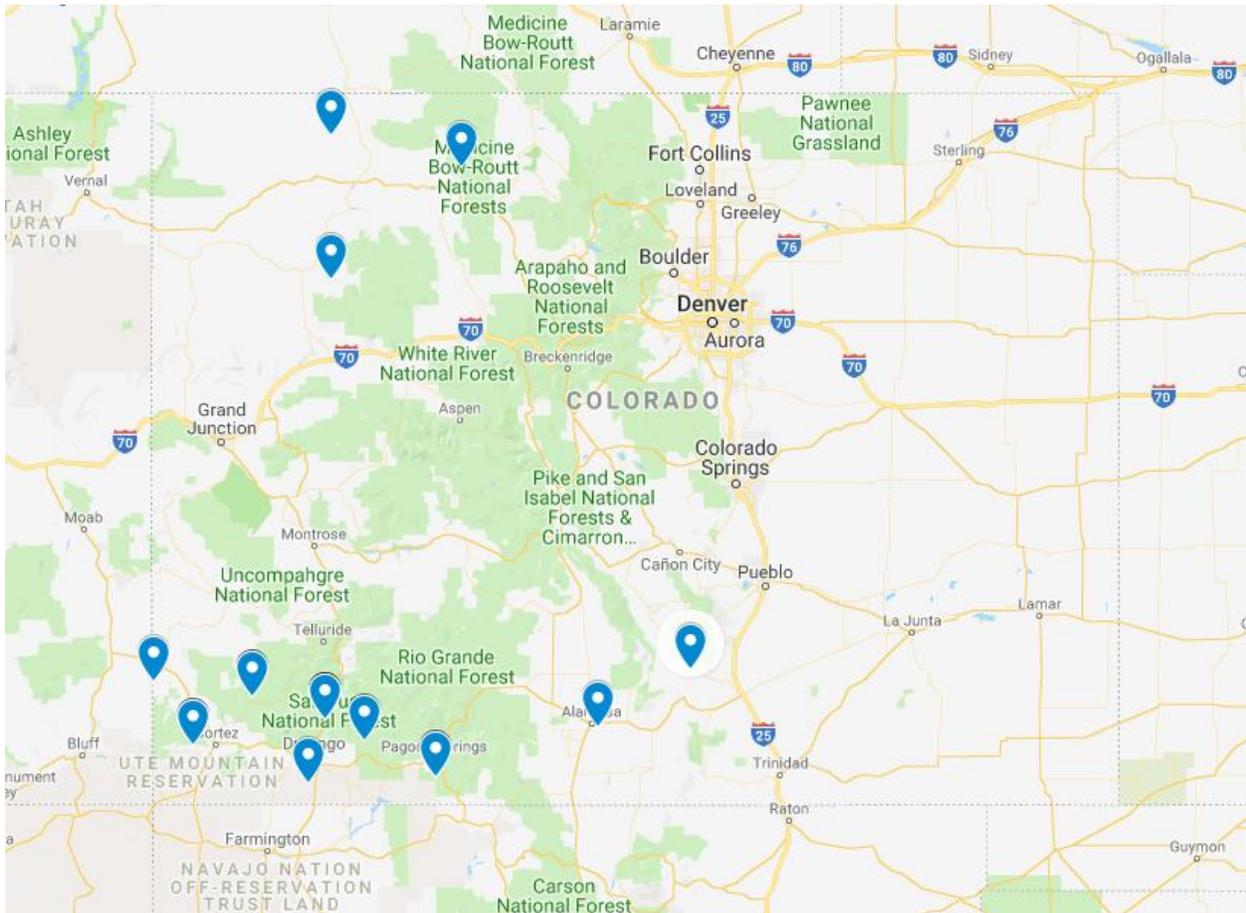
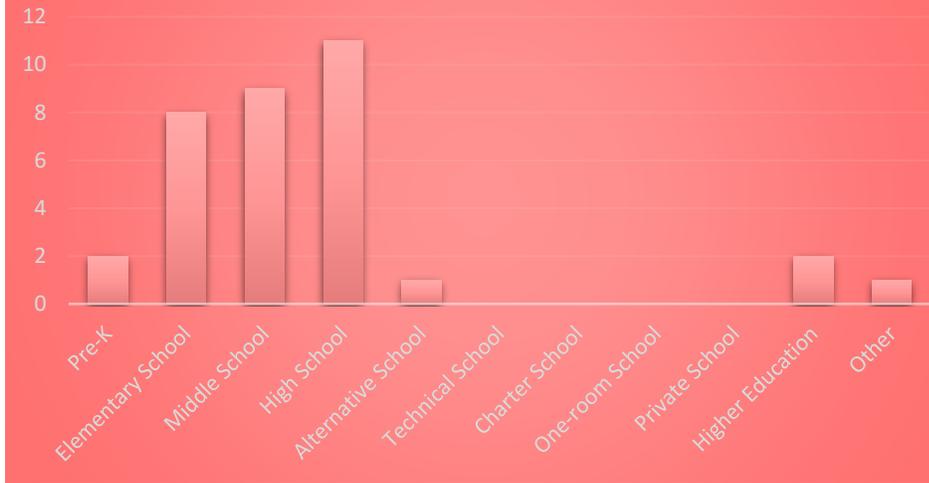
- Lack of technology and equipment (science department)
- Lack of diversity, entertainment, and general travel distance to larger cities and airports (3-4 hours!)
- Social opportunities are limited, especially if single.
- Not many people want to live in this town.
- Frequent displacement due to fires and other natural disasters.
- Devistated by wild fire
- \$
- Distance to professional events (Theatre/Music) and a lack of activities and places for kids to hang out.
- Lack of available social life for young singles. Also, fires, earthquakes, mud-rock slides, and floods.
- Economic Status of our families
- Developed a broader sense of the world; hard to return to an area that feels intentionally provincial and isolationist.
- Community is very exclusive.
- isolation
- Distance to family/ "civilization" as well
- Isolation from larger populations
- Low population means no access to singles for young teachers
- Demographics-low % of 20-30 year olds

## Colorado

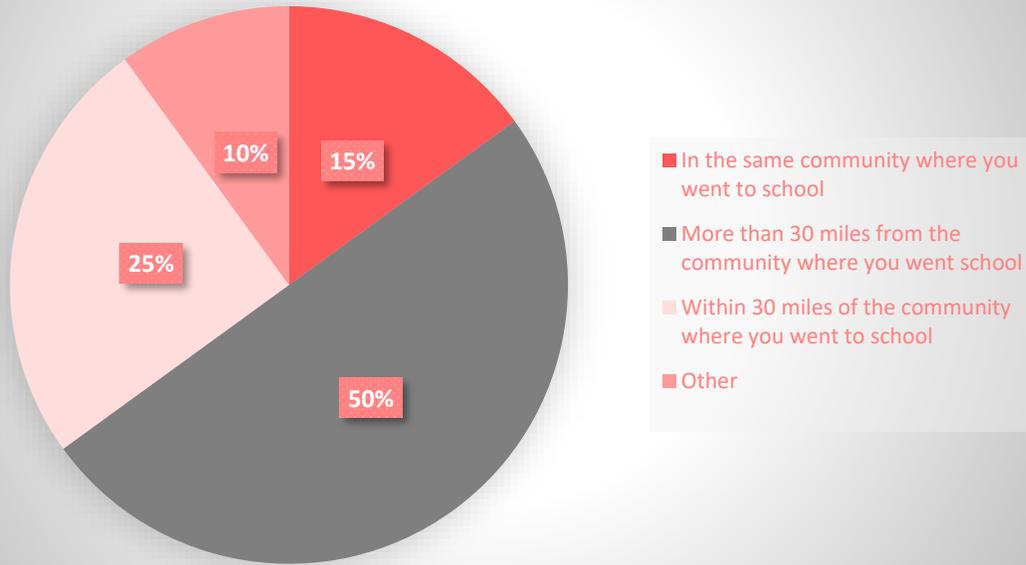
Total Submissions: 23



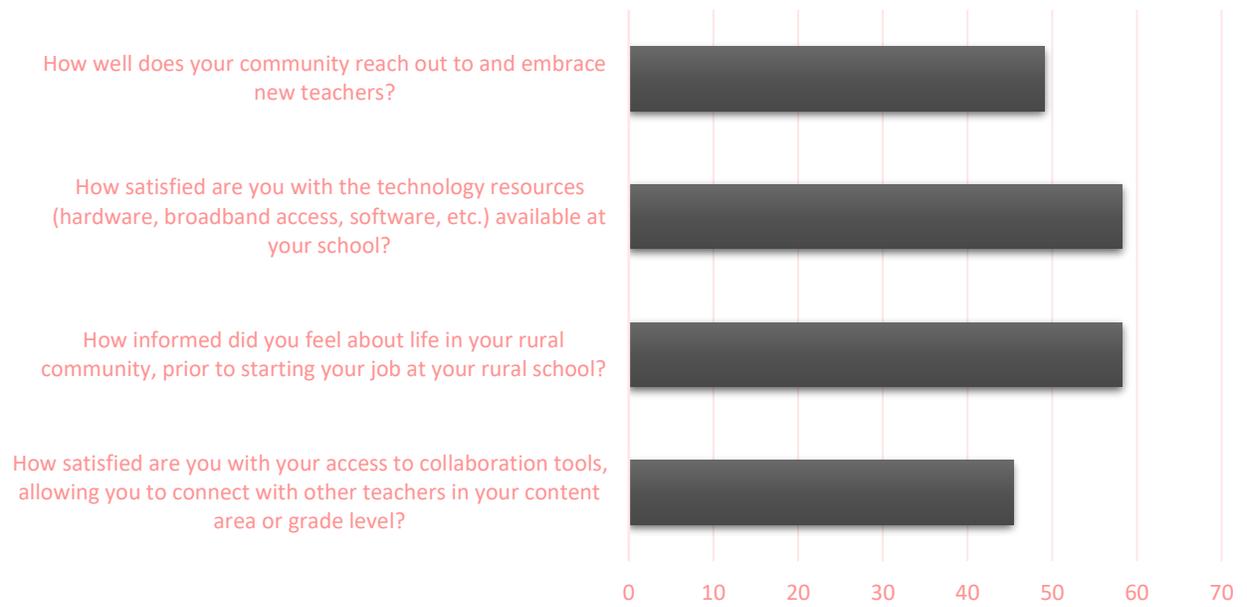
## School Type



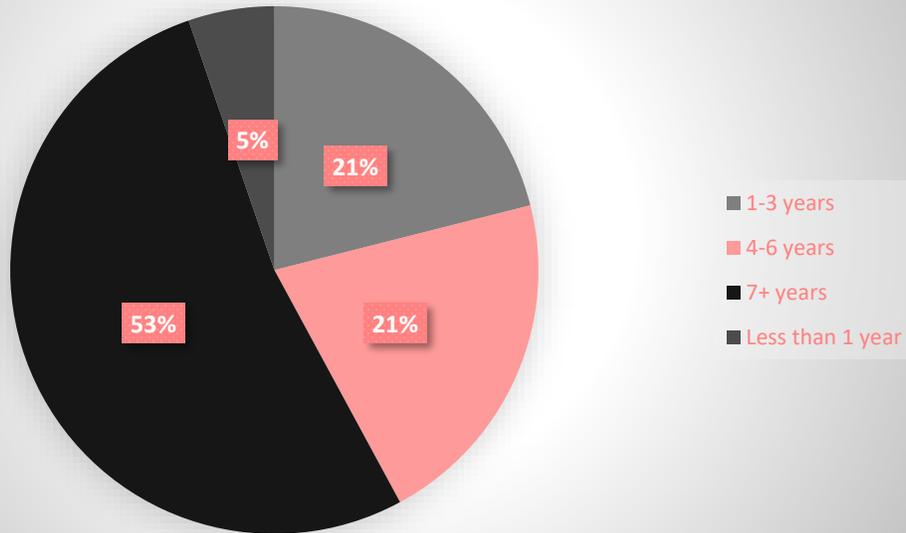
## Distance From Work



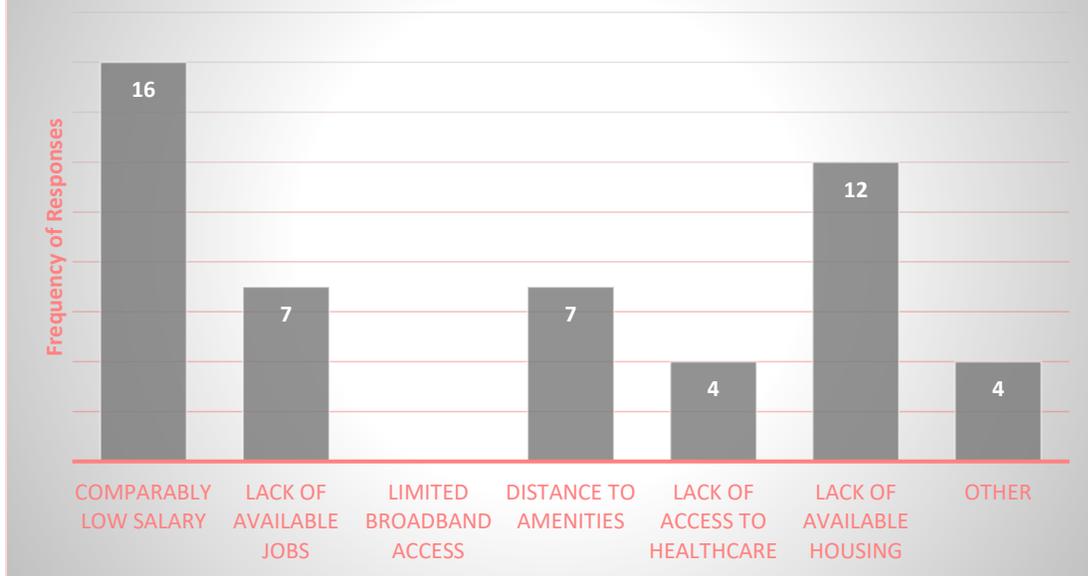
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention



### Additional Barriers:

- Salaries much lower than surrounding schools that have more housing and better access to recreation
- Not a livable salary
- Lack of peer group
- Administration

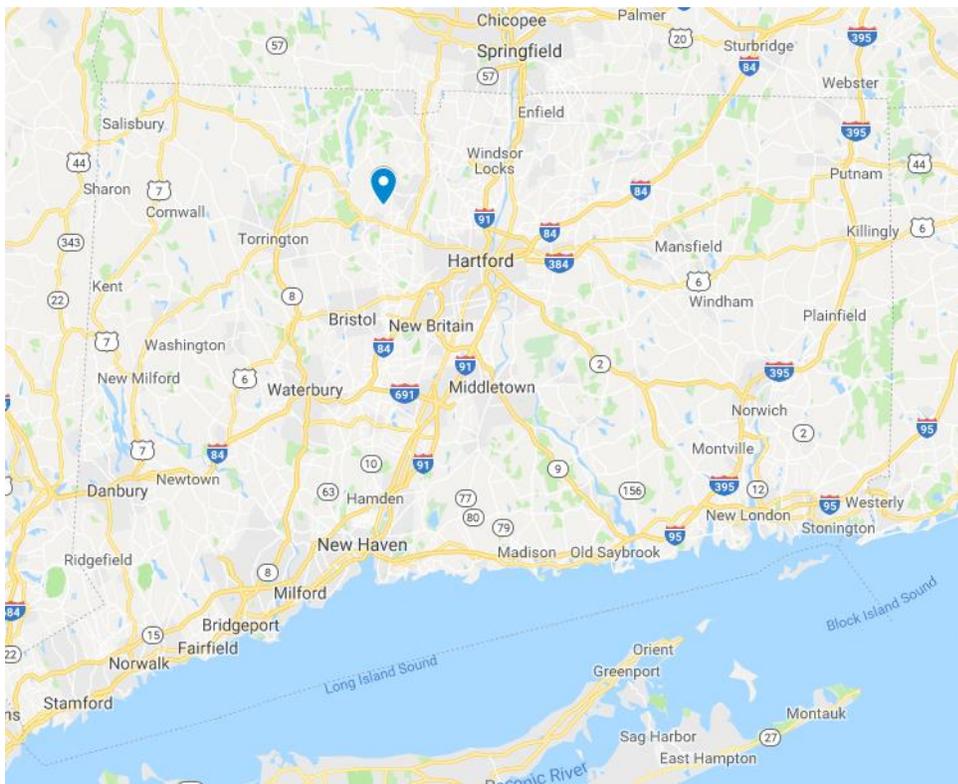
## Connecticut

---

Total Submissions: 1

Respondent overview:

- Race- White or Caucasian
- Role- Rural Community Member (not employed at school)
- School Type- N/A
- Distance from Work- N/A
- Satisfaction Rankings- N/A
- Time in Community- 4-6 years
- Barriers for Recruitment/Retention-
  - Comparably low salary
  - Lack of available jobs
  - Distance to amenities
  - Other- “Lack of hospitable community, very insular”



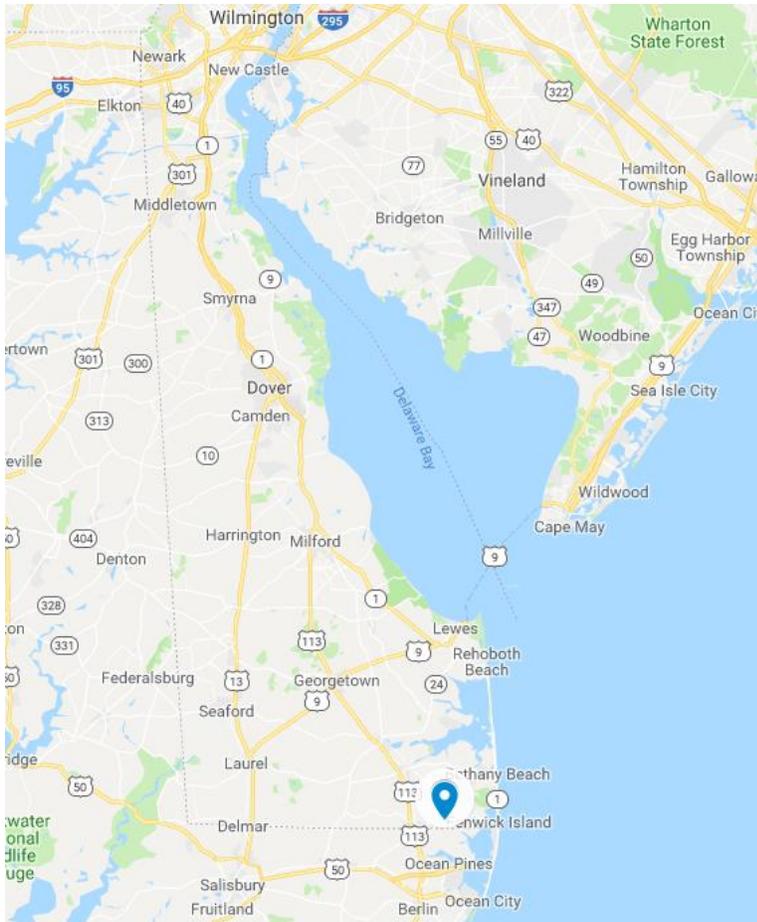
## Delaware

---

Total Submissions: 1

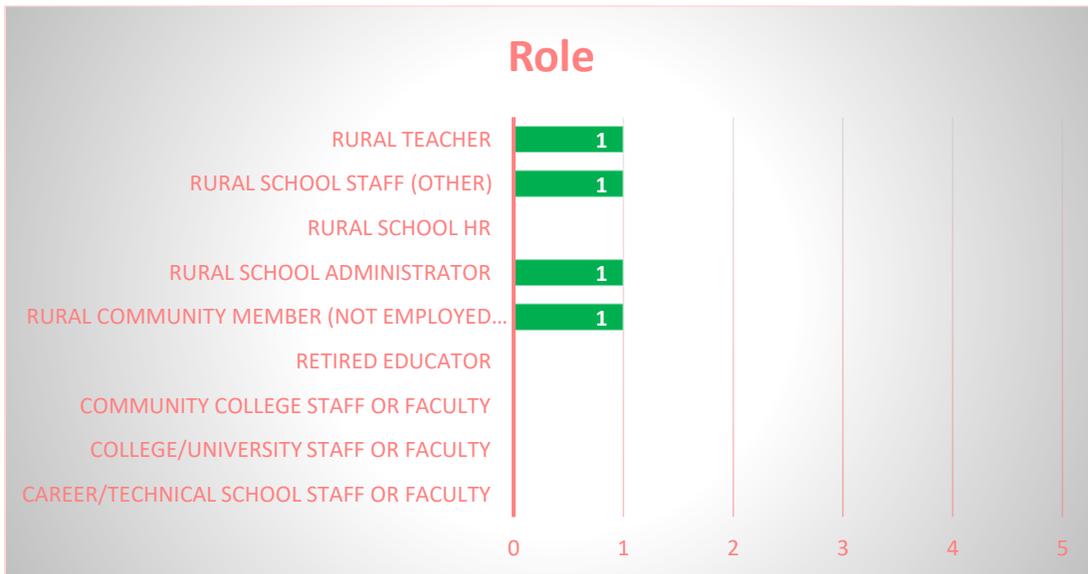
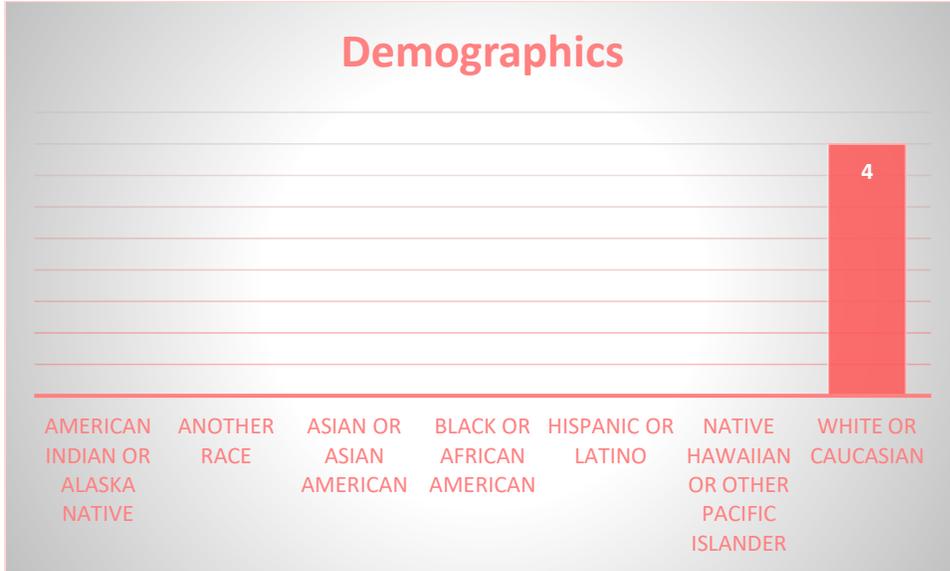
### Respondent Overview:

- Race- White or Caucasian
- Role- Rural Teacher
- School Type- Elementary School
- Distance from Work- In the same community where you went to school
- Satisfaction Rankings-
  - How satisfied are you with your access to collaboration tools, allowing you to connect with other teachers in your content area or grade level?
    - 100
  - How informed did you feel about life in your rural community, prior to starting your job at your rural school?
    - 100
  - How satisfied are you with the technology resources (hardware, broadband access, software, etc.) available at your school?
    - 69
  - How well does your community reach out to and embrace new teachers?
    - 42
- Time in Community- 7+ years
- Barriers for Recruitment/Retention-
  - Distance to amenities

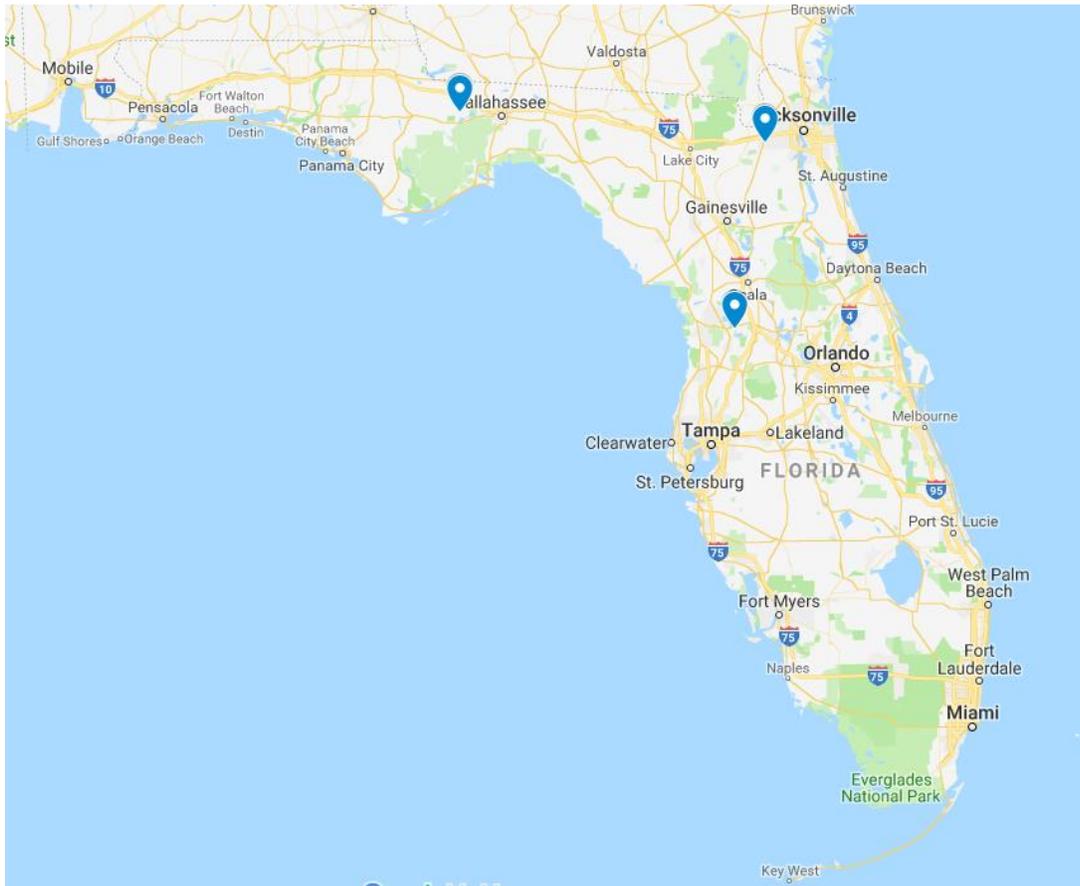
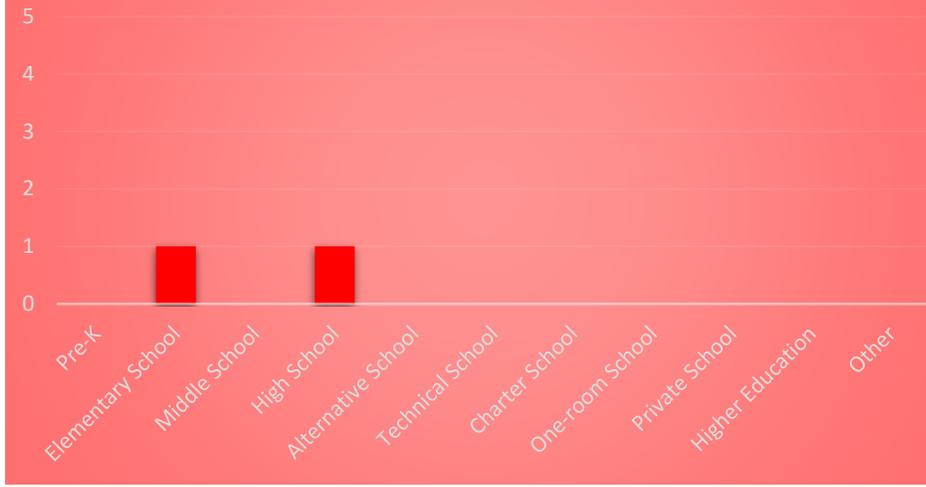


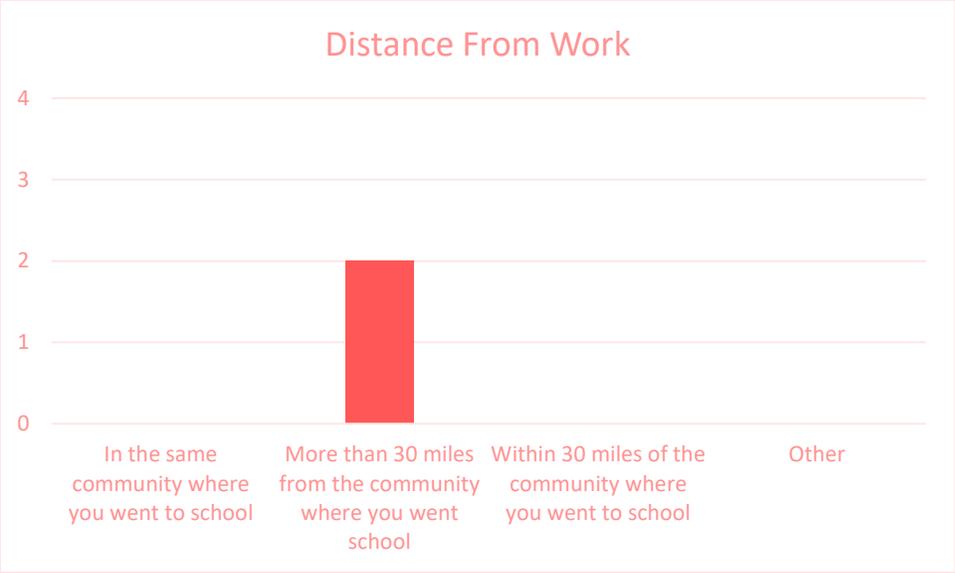
# Florida

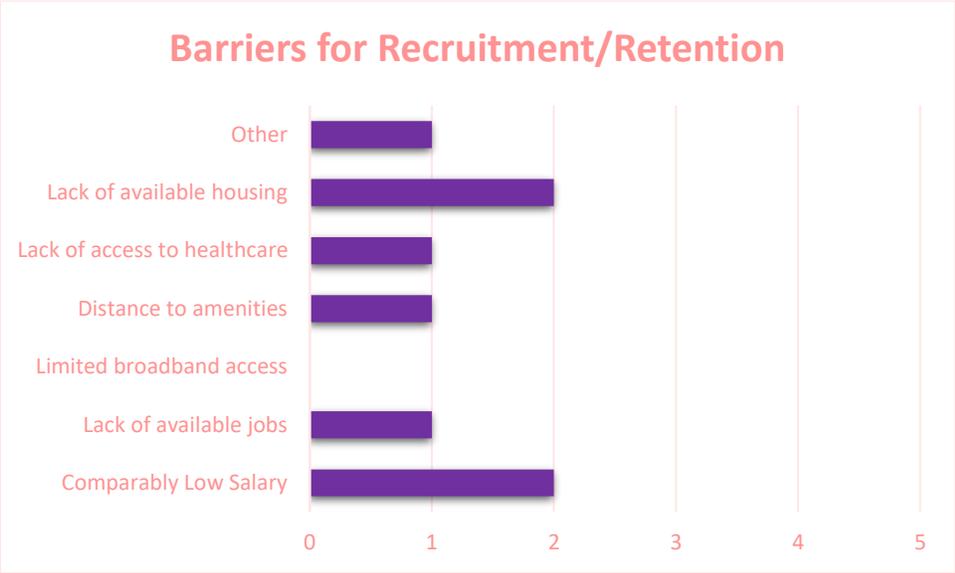
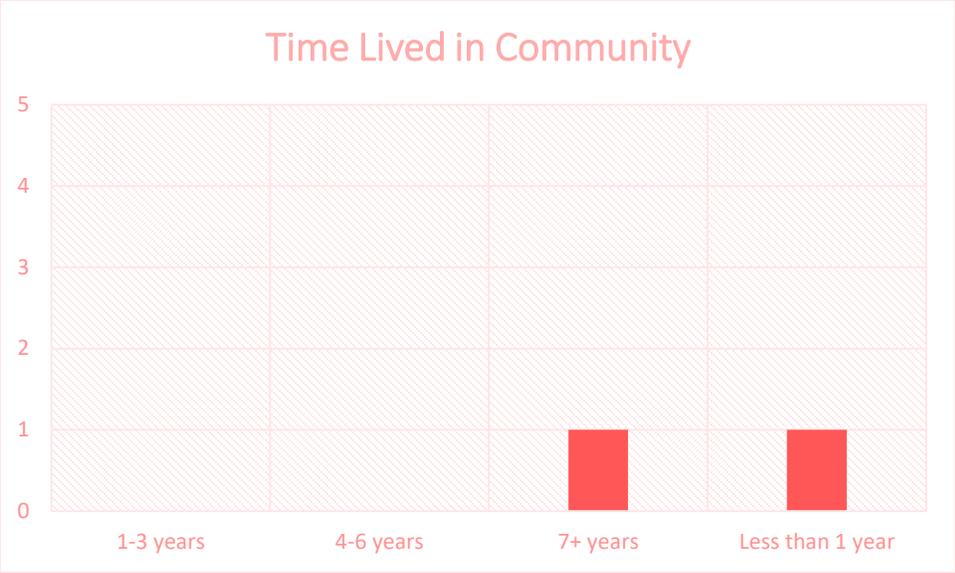
Total Submissions: 4



# School Type





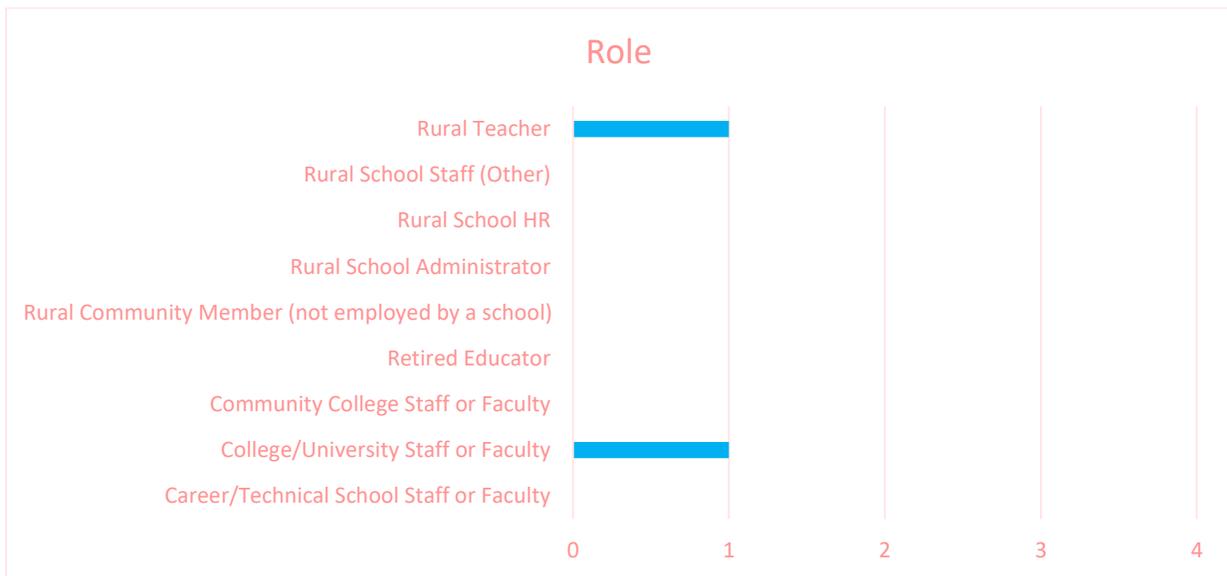
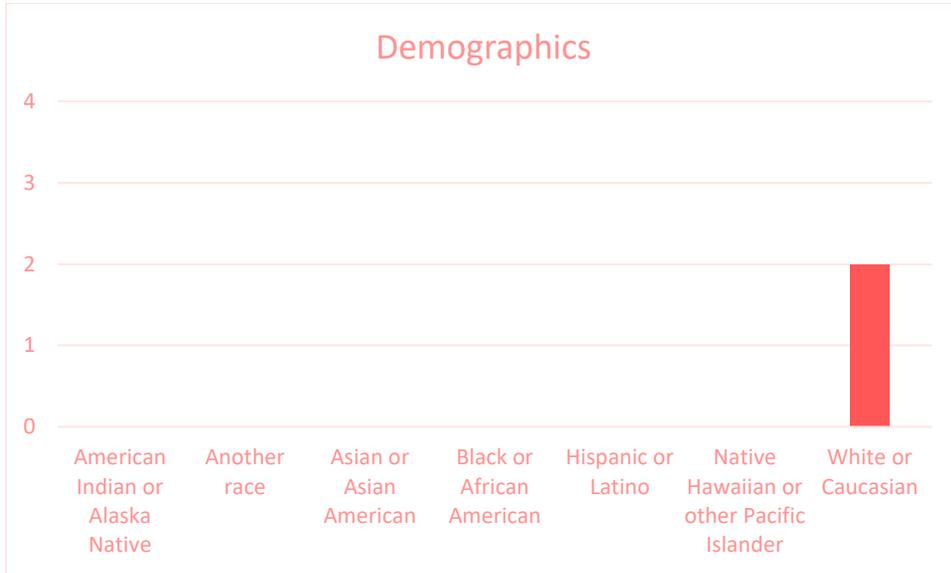


**Additional Barriers:**

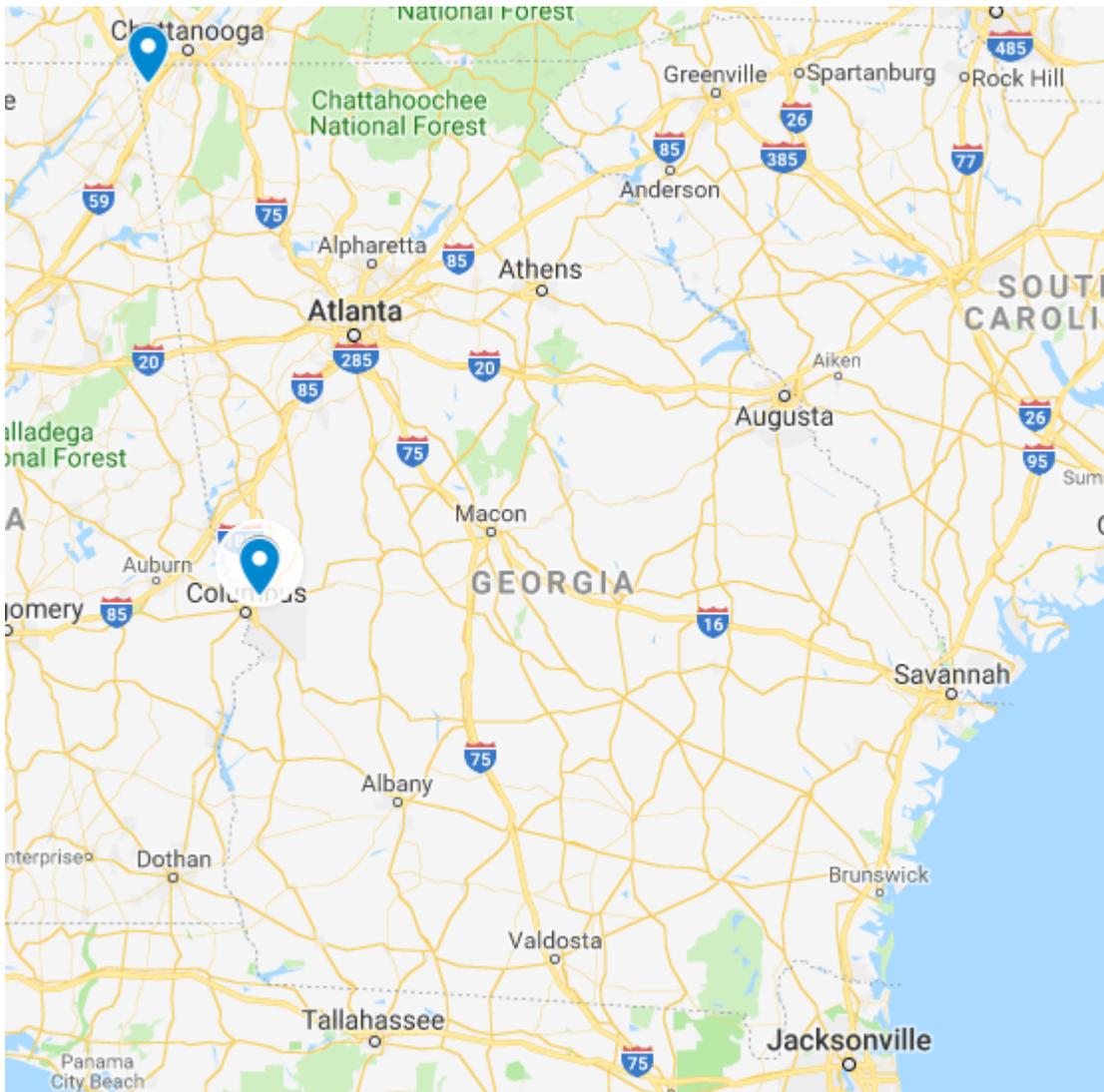
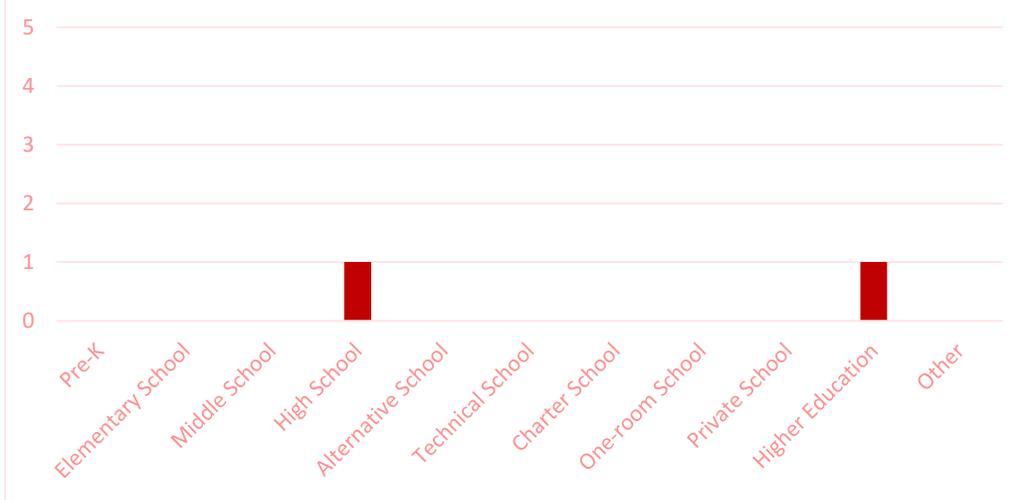
- Long distance drive from areas teachers reside

# Georgia

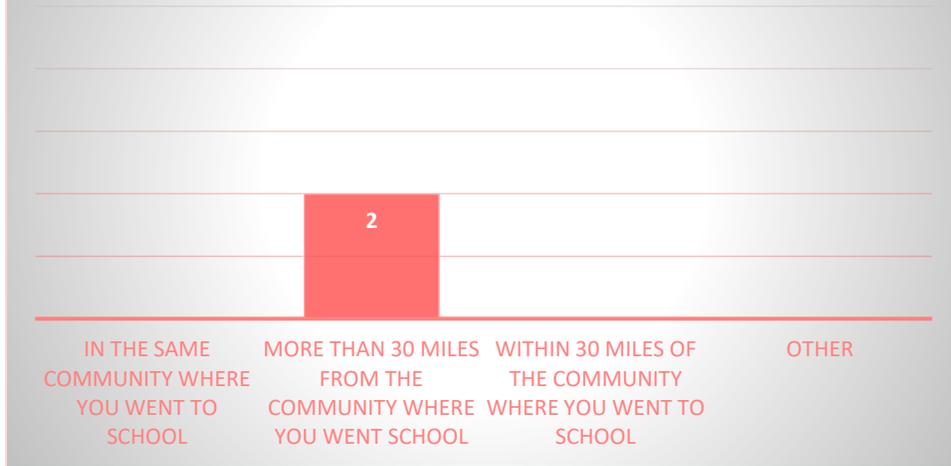
Total Submissions: 2



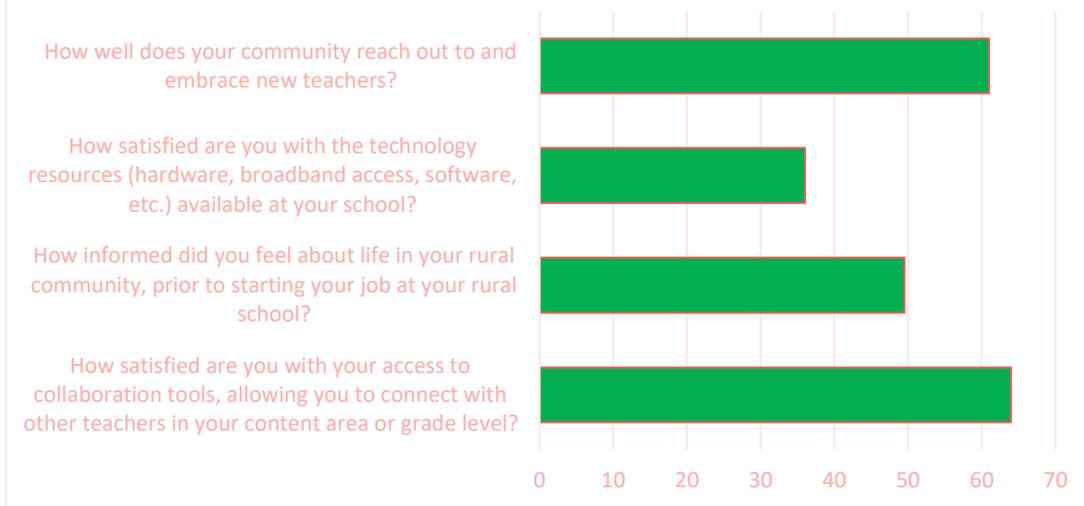
## School Type



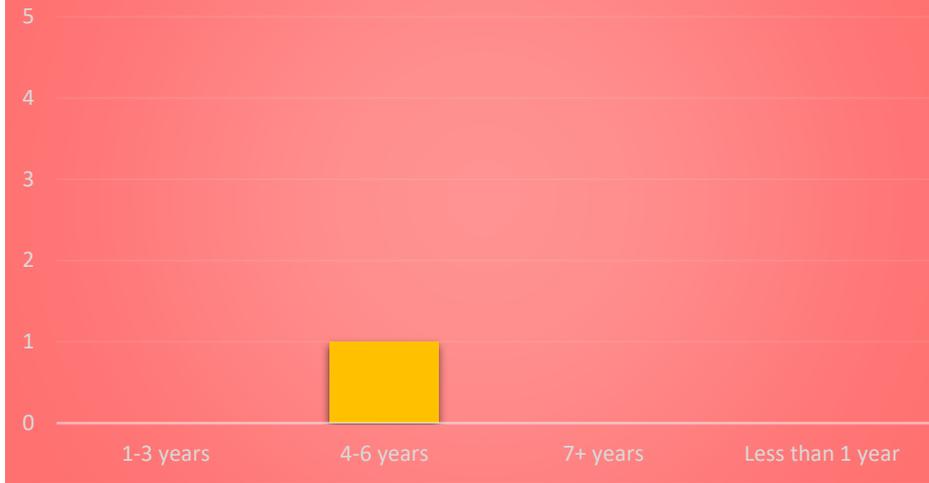
## Distance From Work



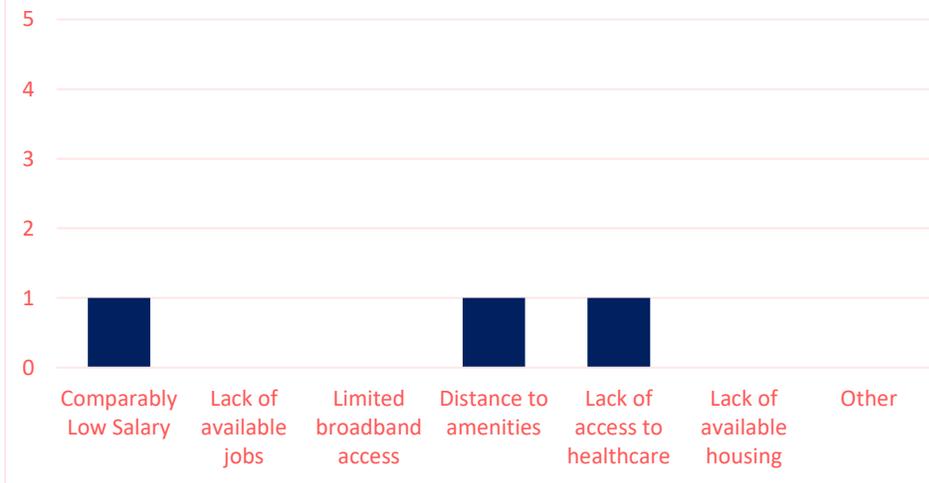
## Average of Satisfaction Rankings



## Time Lived in Community

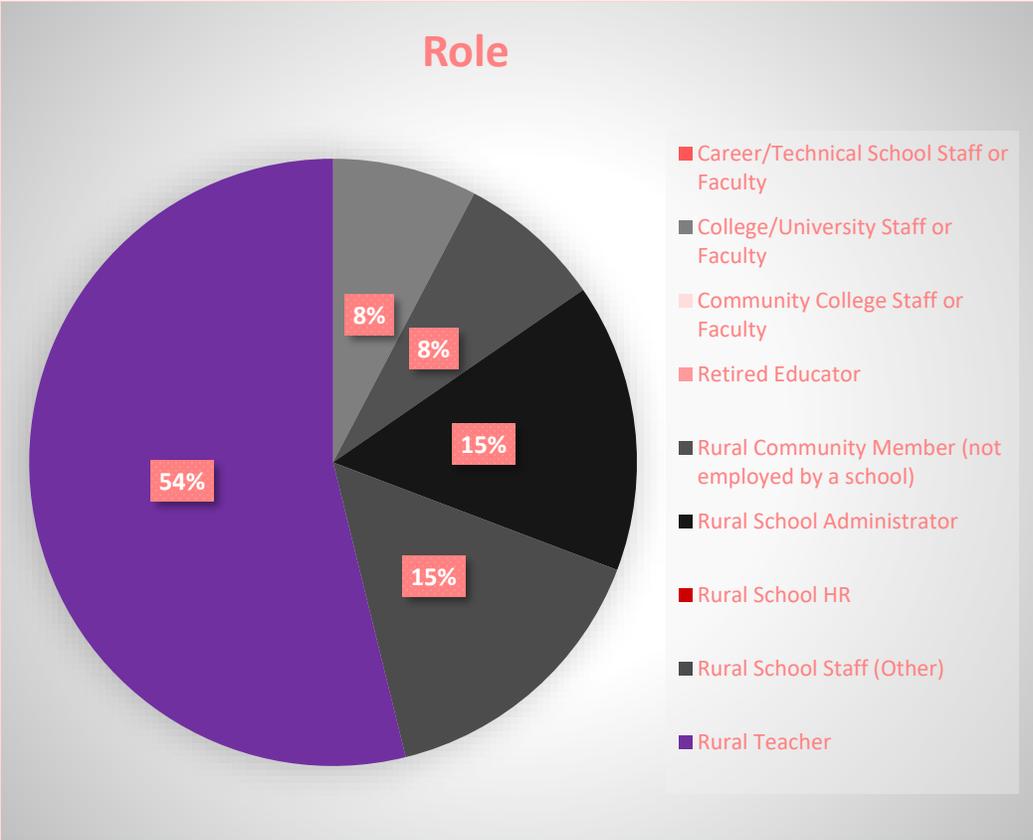


## Barriers for Recruitment/Retention

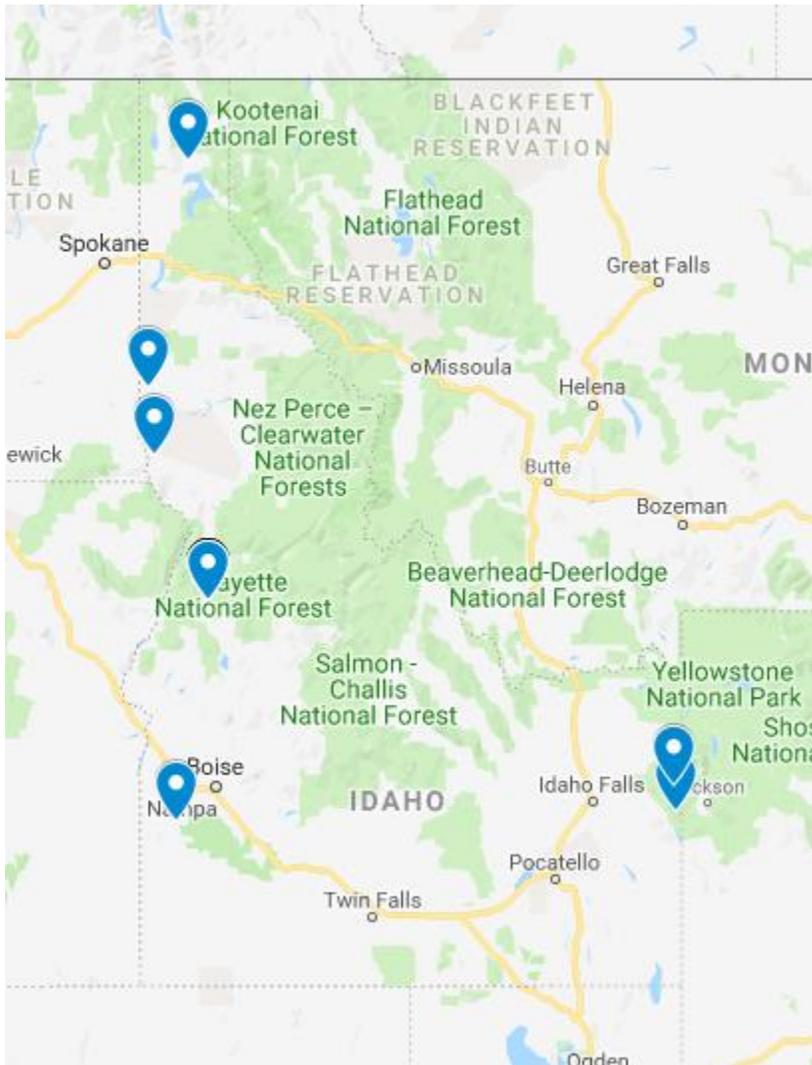
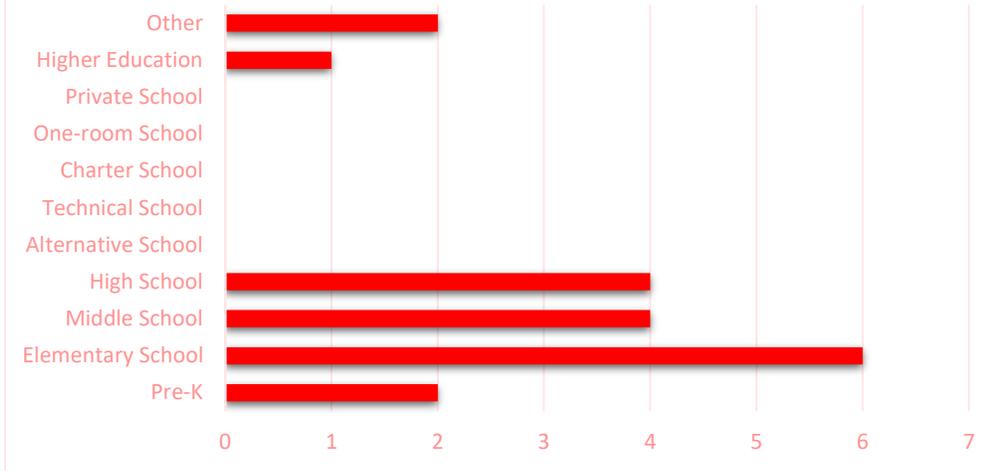


Idaho

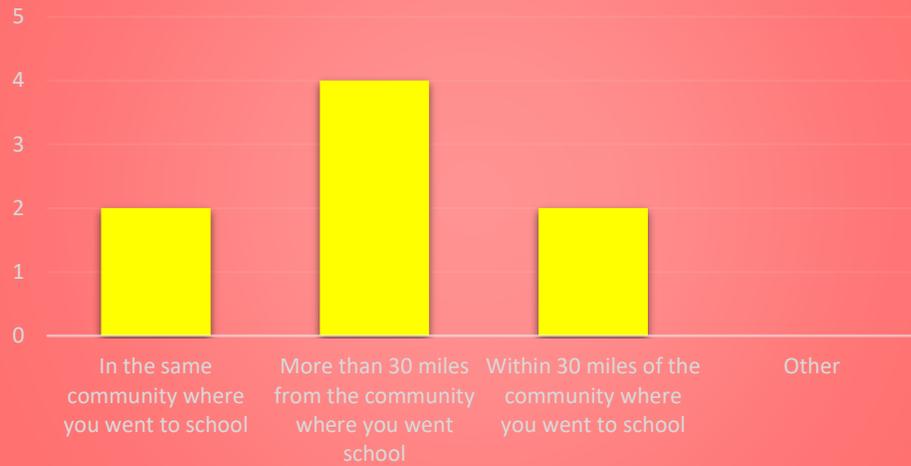
Total Submissions: 13



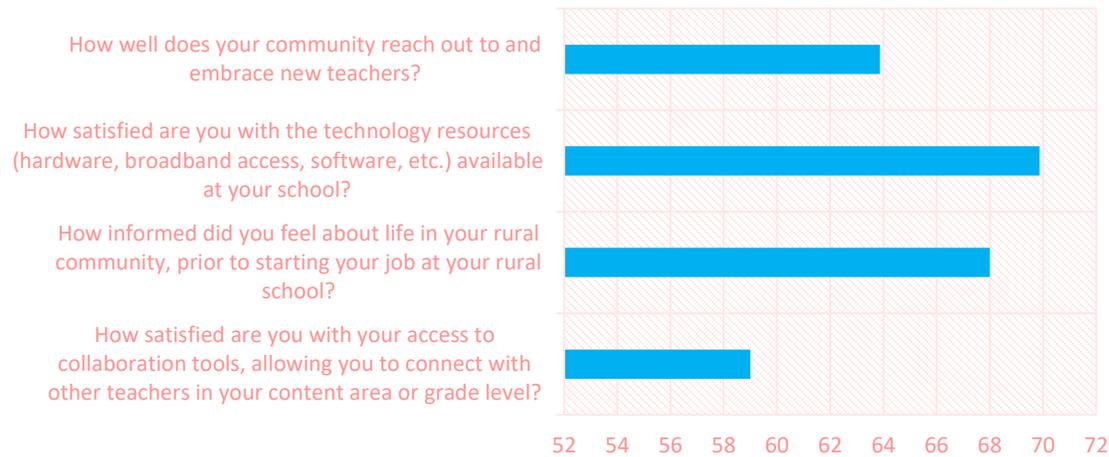
## School Type



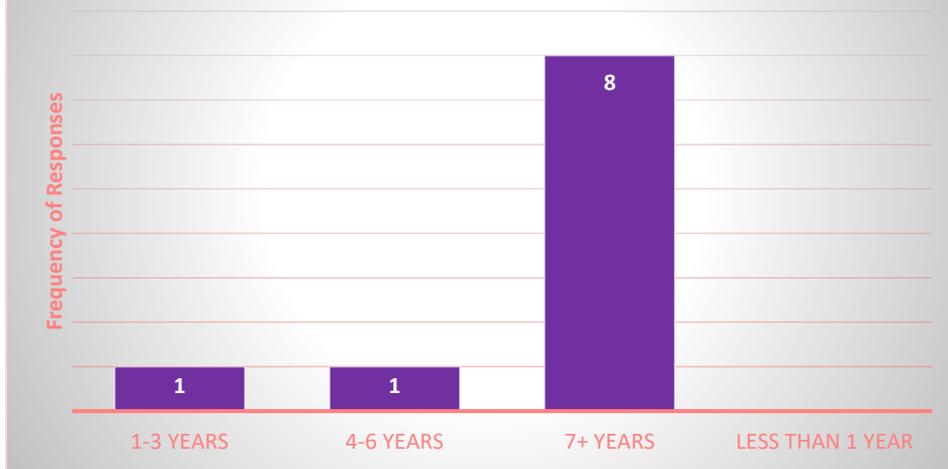
## Distance From Work



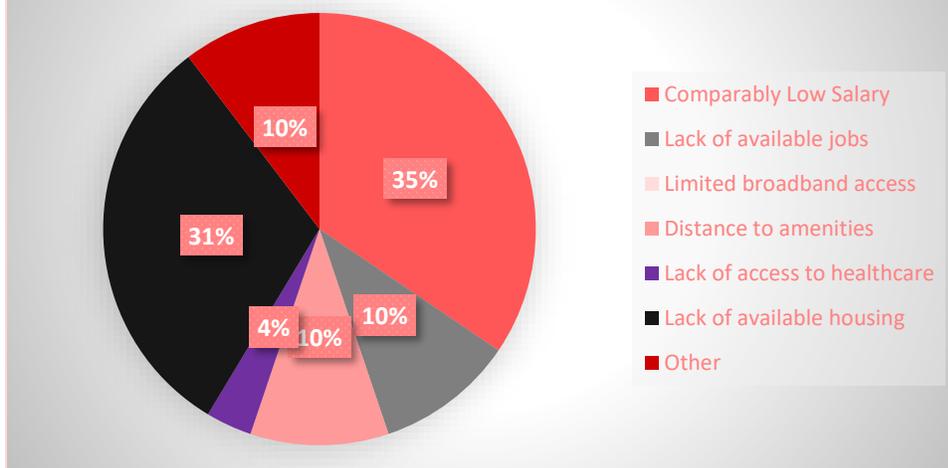
## Average of Satisfaction Rankings



## Time Lived in Community



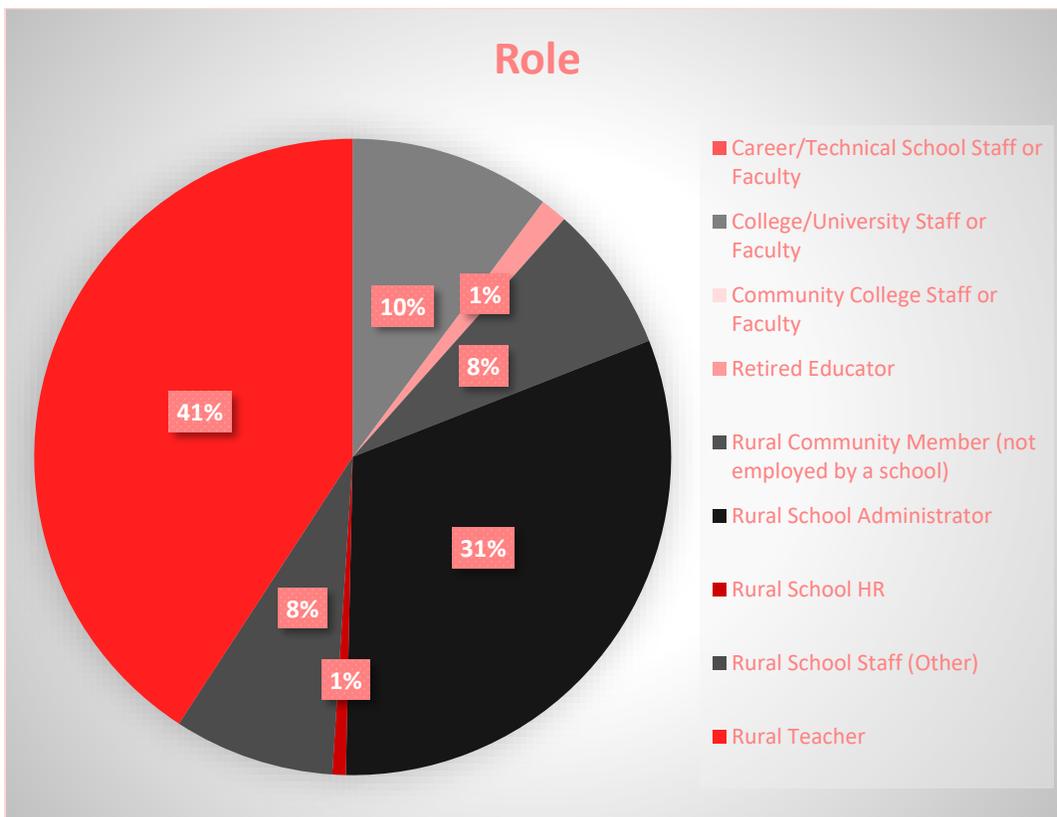
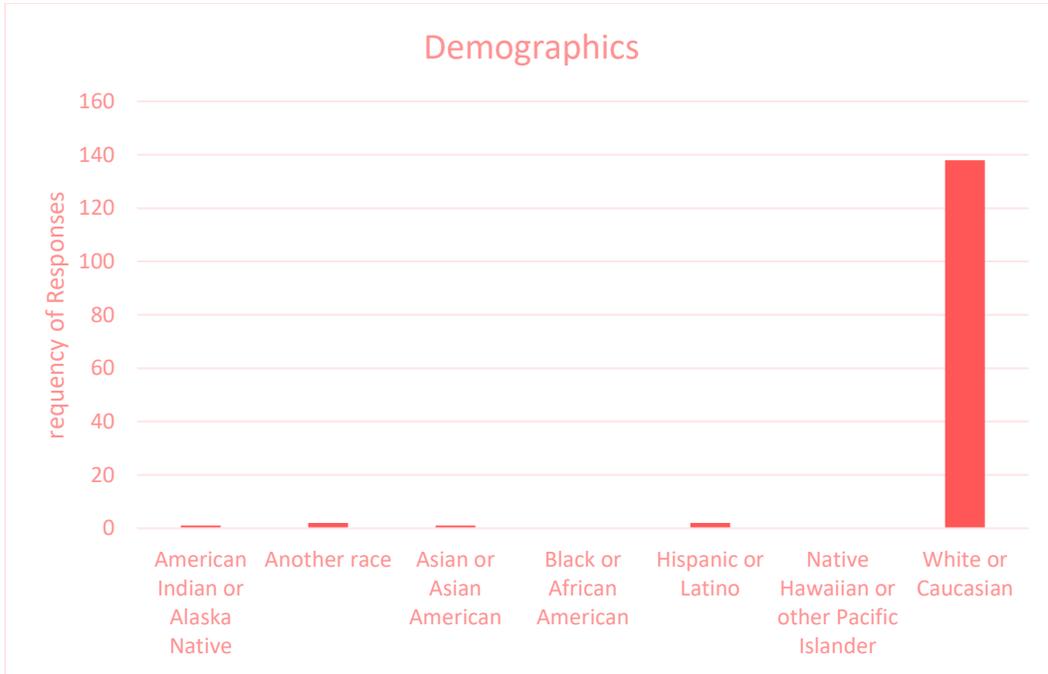
## Barriers for Recruitment/Retention



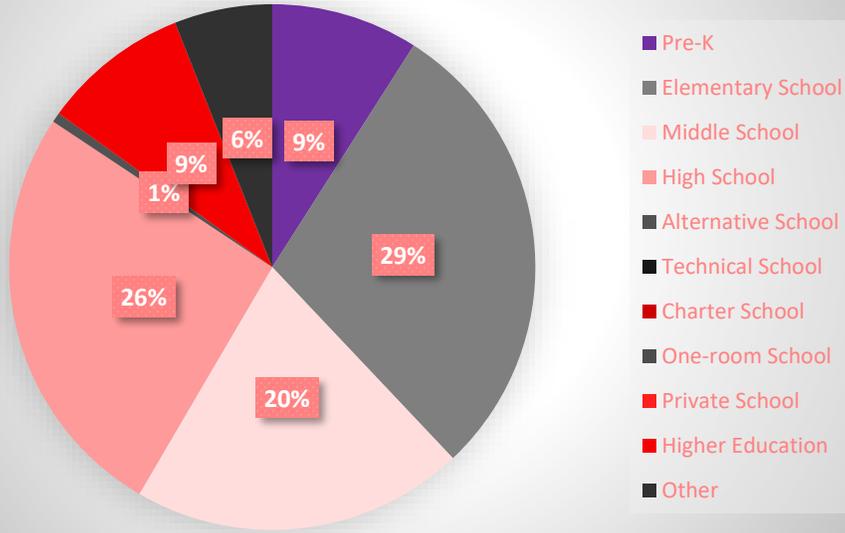
### Additional Barriers:

- state that doesn't favor education
- McCall School is 12 miles away.
- Competing district with better benefits and small class assignments per teacher.

Total Submissions: 147



## School Type

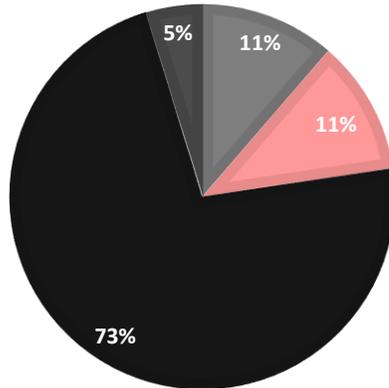


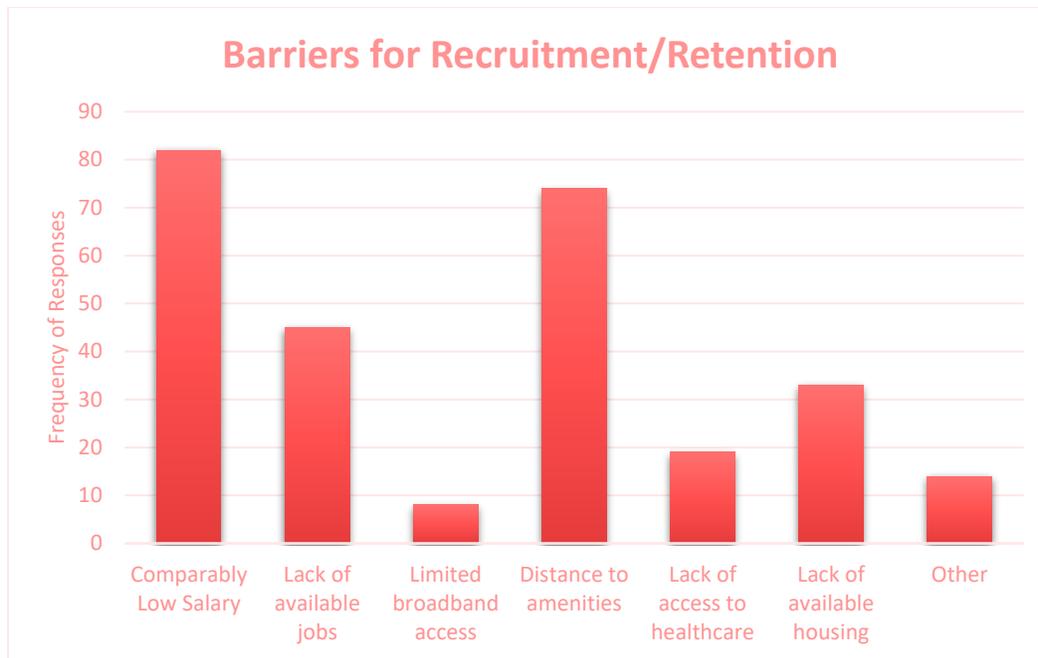
## Average of Satisfaction Rankings



## TIME LIVED IN COMMUNITY

■ 1-3 years ■ 4-6 years ■ 7+ years ■ Less than 1 year



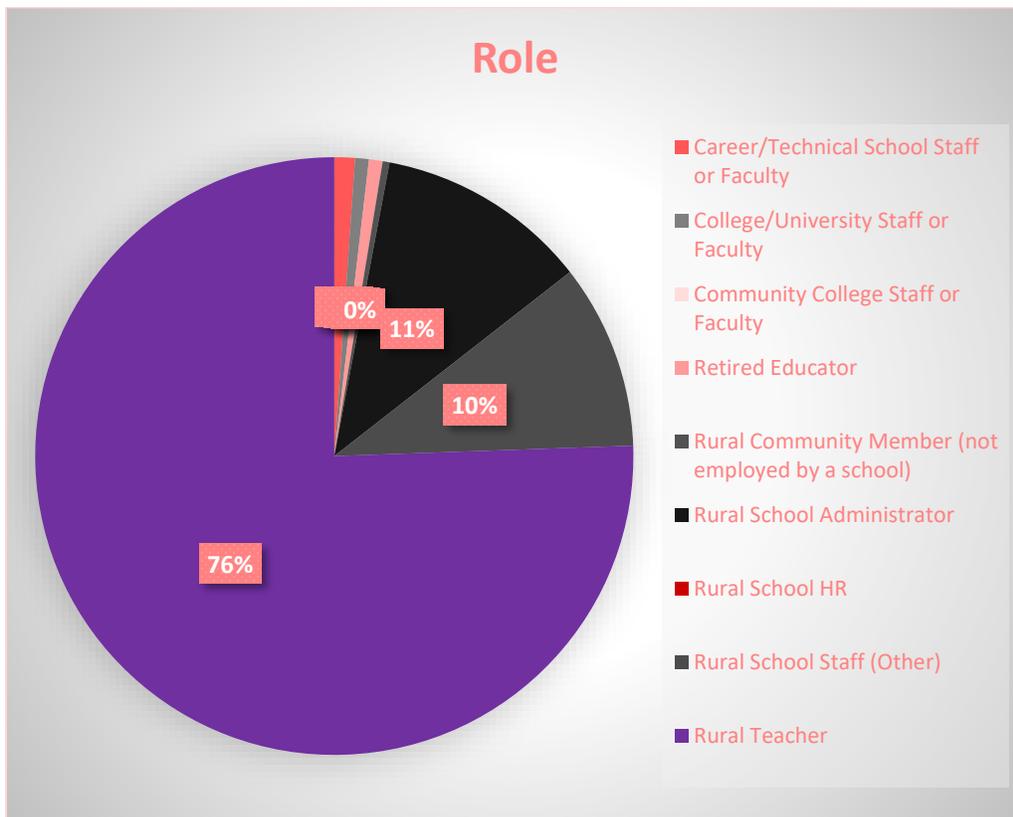
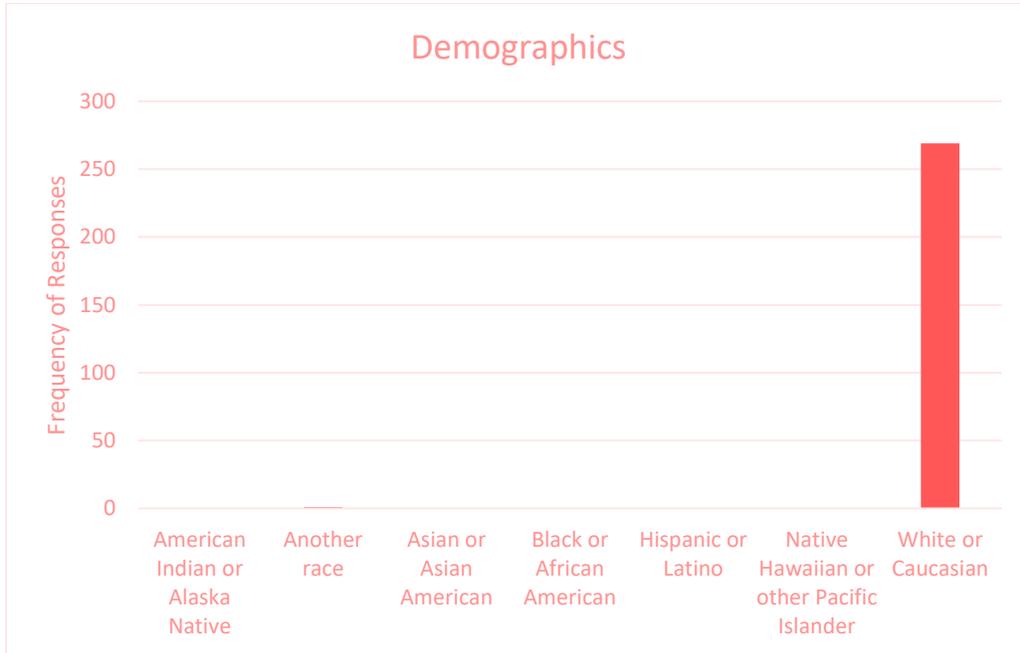


#### Additional Barriers:

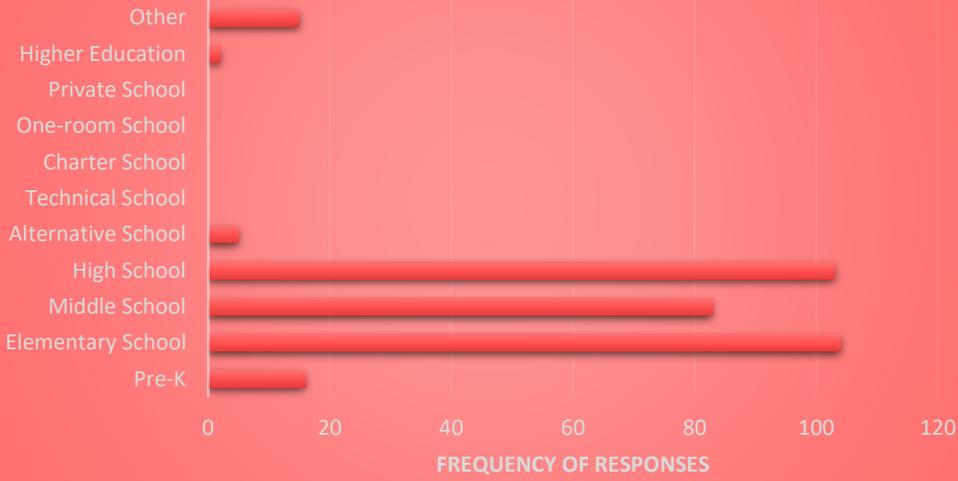
- Limited social life (chances to meet new people/establish relationships) AND lack of access to cultural activities
- the decline of small businesses. I believe this is a problem in most rural areas, and maybe urban areas too, but small businesses promise hope and ensure the vitality of a community. If there were more small businesses, and in fact more hope for new small businesses to emerge, attracting and retaining talent could be much easier.
- Sadly, in this rural university community, there is underlying racism, sexism, and ageism!
- set in their own ways
- Parents do not value the importance of an education
- We are in the middle of nowhere
- I believe SALARY is a huge problem in attracting and retaining teachers
- Low population
- Lack of qualified, talented candidates
- perception that pay is low and there are "fewer opportunities".
- too many preps and duties in comparison to other school's with comparable or more pay.
- State financial crisis
- Teachers are required to take on too many roles, preps for classes, etc. and therefore, feel like a master of nothing. In addition to this, the culture of the community is not one that, in my opinion, values teachers and the educational process.
- Lack of Available jobs for spouse

# Indiana

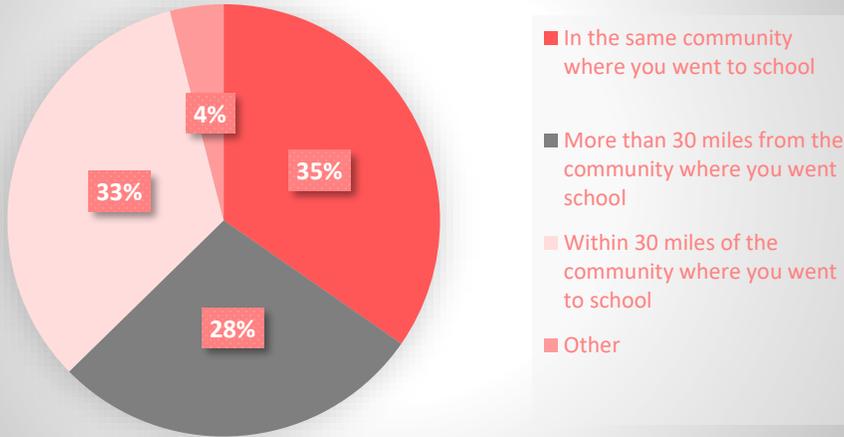
Total Submissions: 270



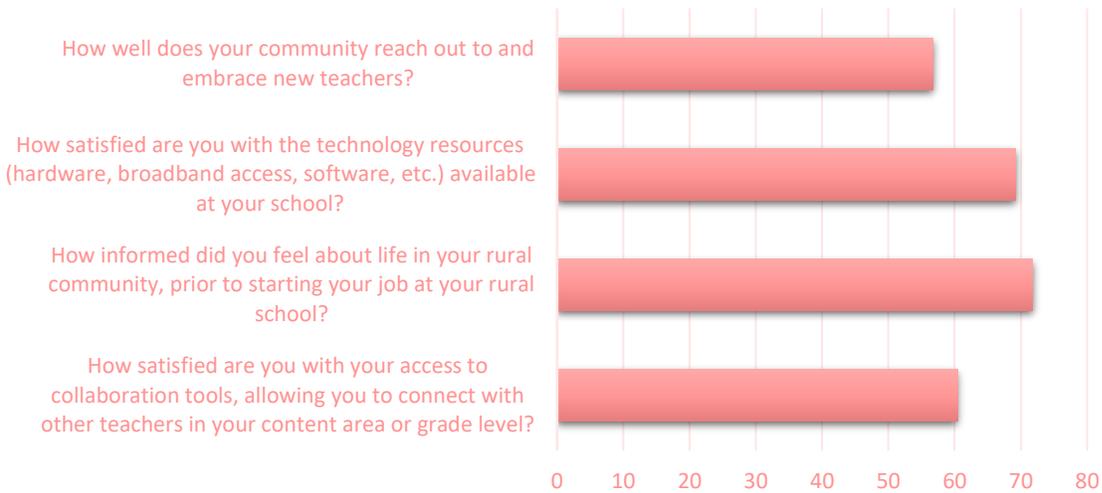
## School Type

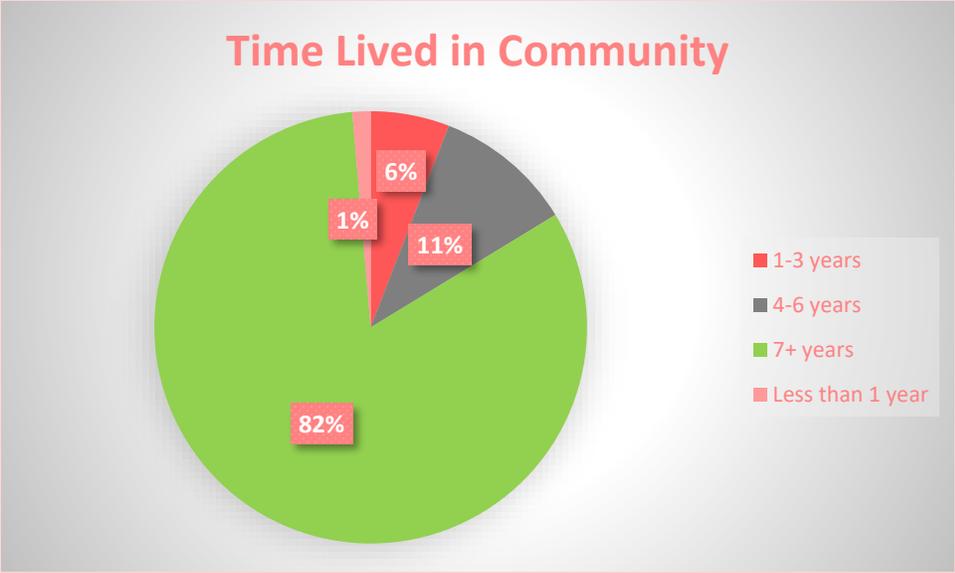


## Distance From Work



## Average of Satisfaction Rankings



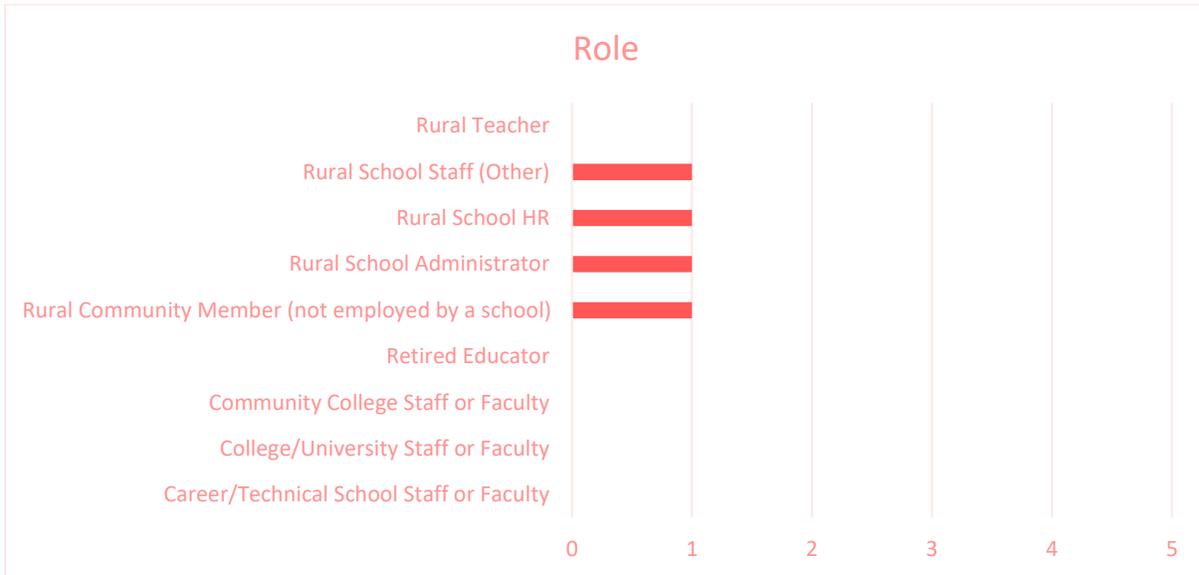
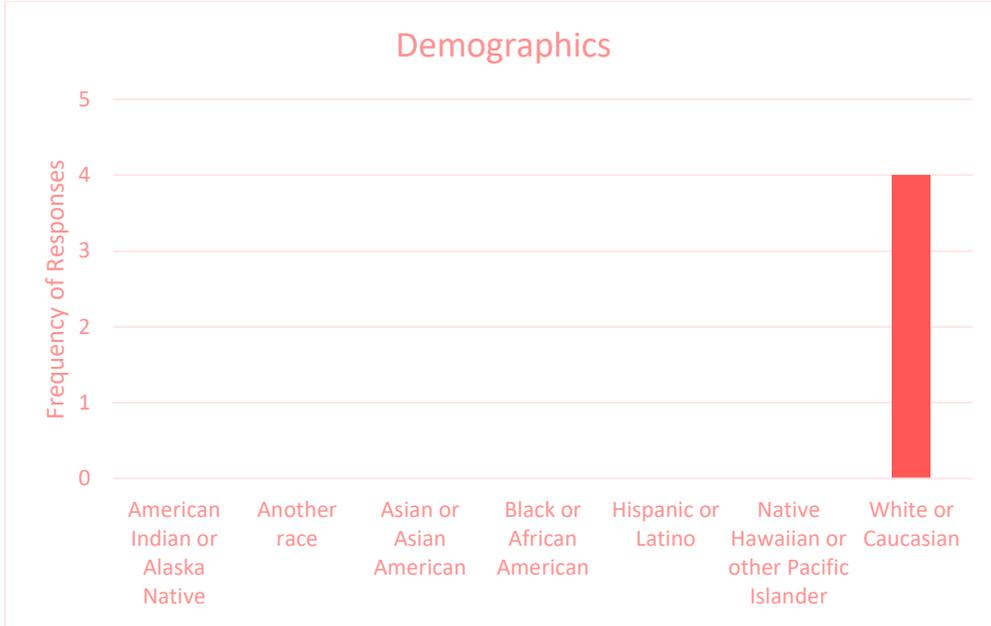


**Additional Barriers:**

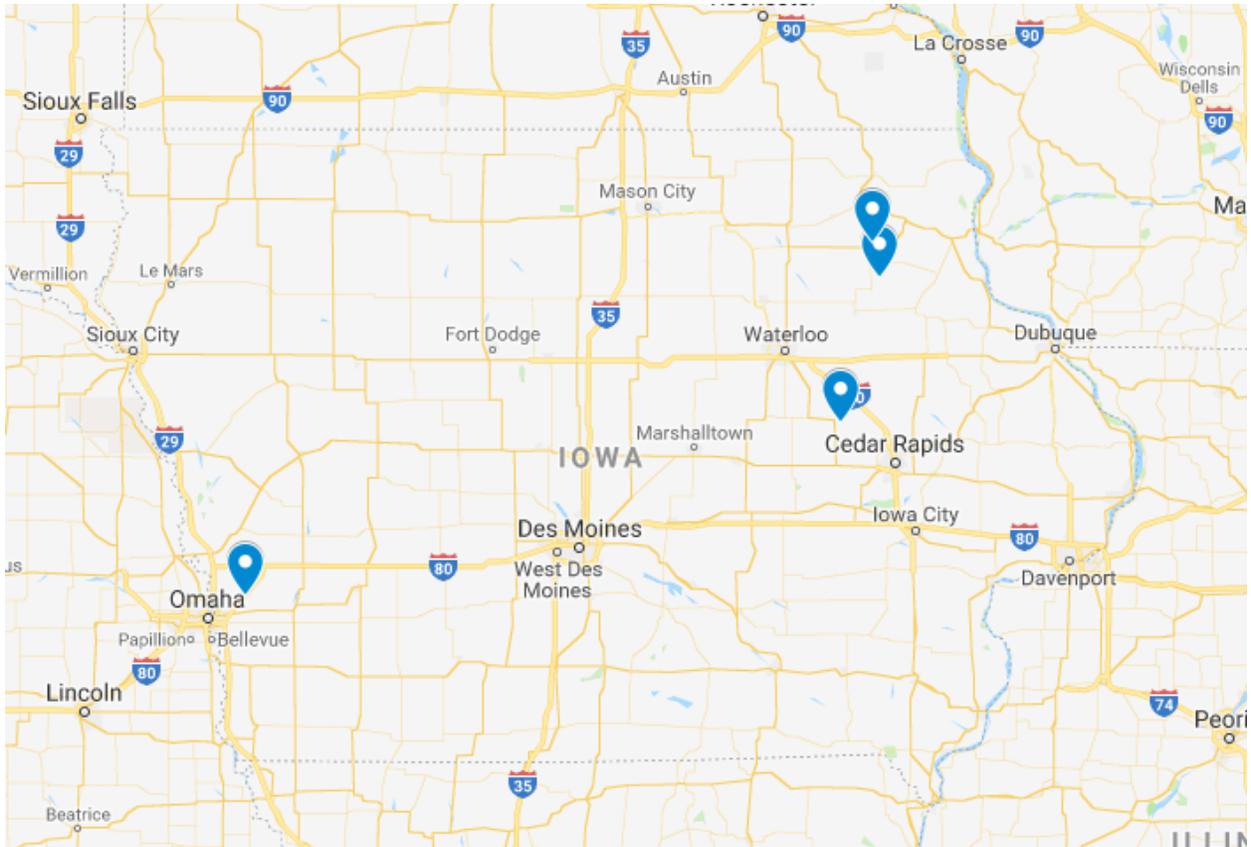
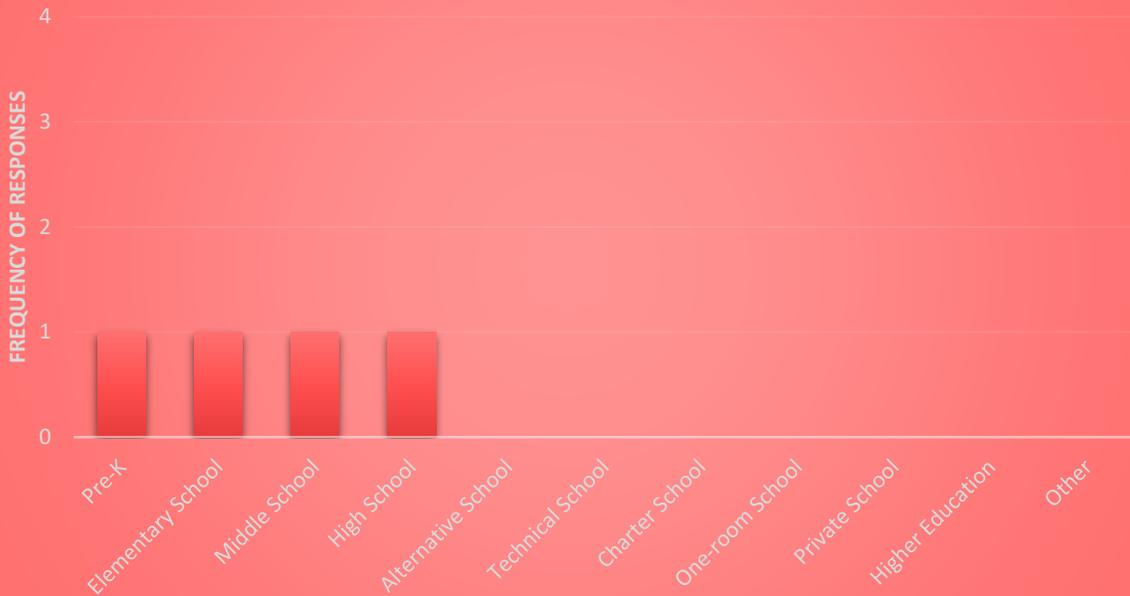
- Low income; many special needs students; favoritism
- preservation of past ideologies & structures, lack of business opportunities, lack of attraction for Millennial generation
- negatives on education and salary
- high insurance cost
- School is too out of date. Community is too protective of school and try to keep it the same as it was when they were in school here.
- high cost of health insurance
- Childcare

- Lack of people in their age category; friends live elsewhere.
- demands of the job/ decline in student behavior
- Lack of work-site daycare for newborns
- Lack affordable housing for new teacher
- More opportunity offered elsewhere and higher level education and peer ability elsewhere
- The reliance on high stakes testing to evaluate teaching.
- low incentives, too much stress and responsibility
- Preschool teachers are required to drive to school on a 2 hour delay for daycare purposes even when the roads are too dangerous to drive on, putting our lives at risk
- Cost of healthcare
- insurance costs

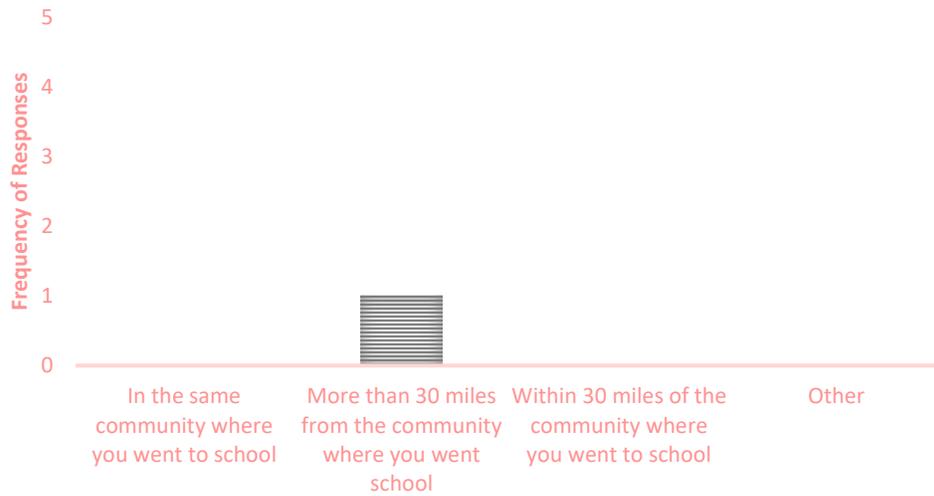
Total Submissions: 4



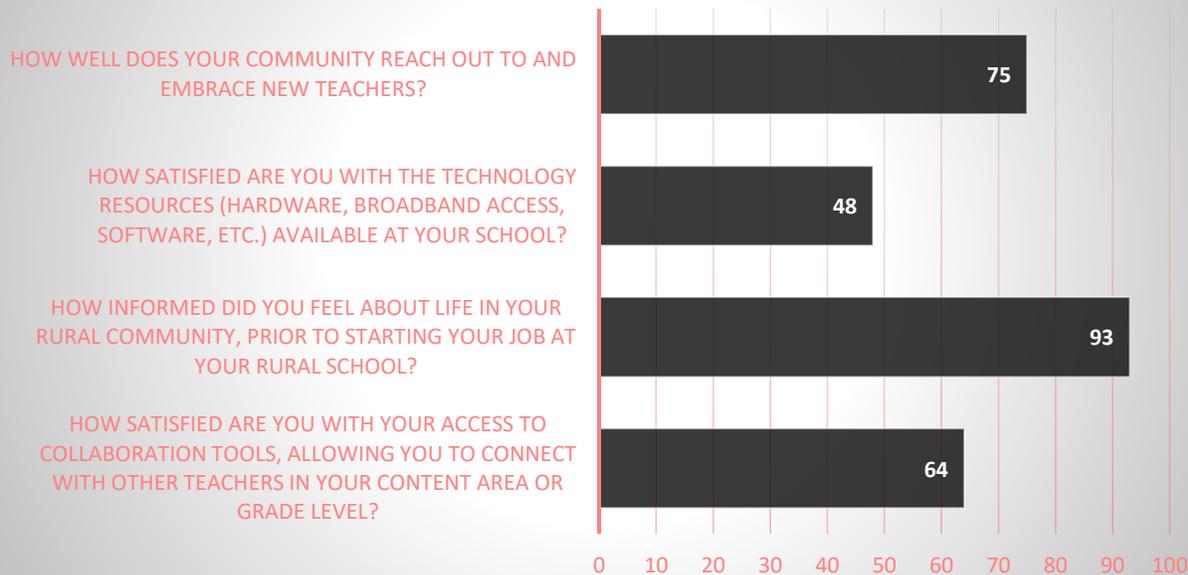
## School Type



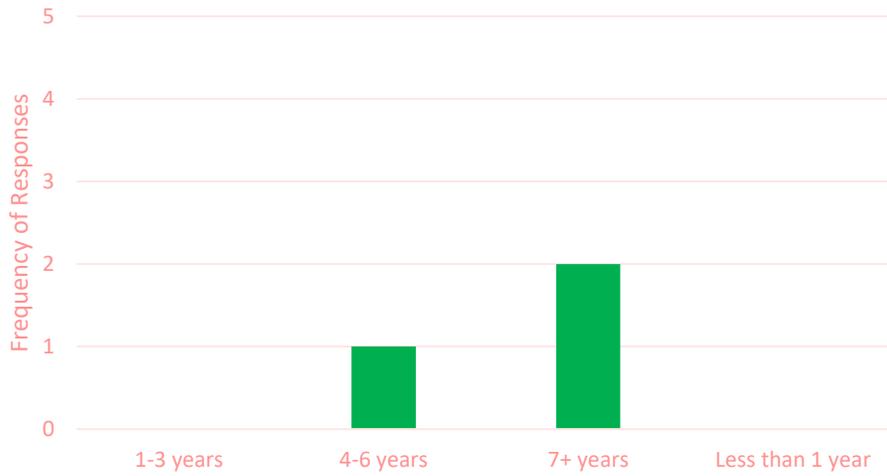
## DISTANCE FROM WORK



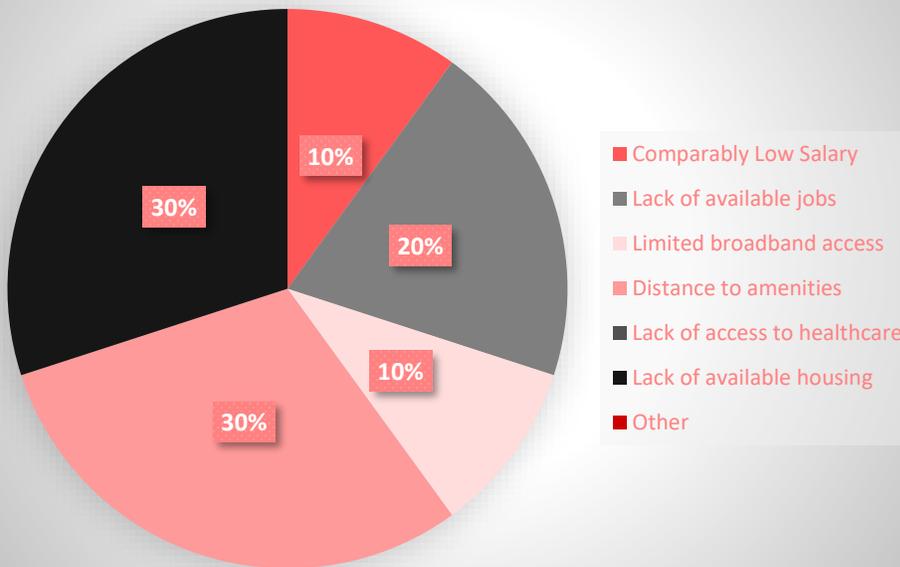
## Average of Satisfaction Rankings



### Time Lived in Community

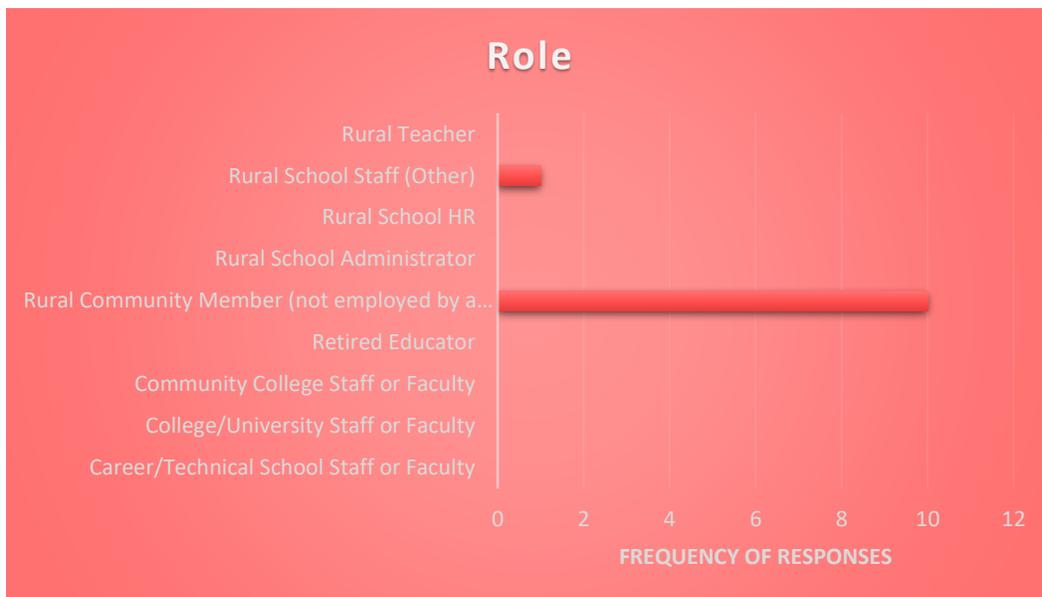
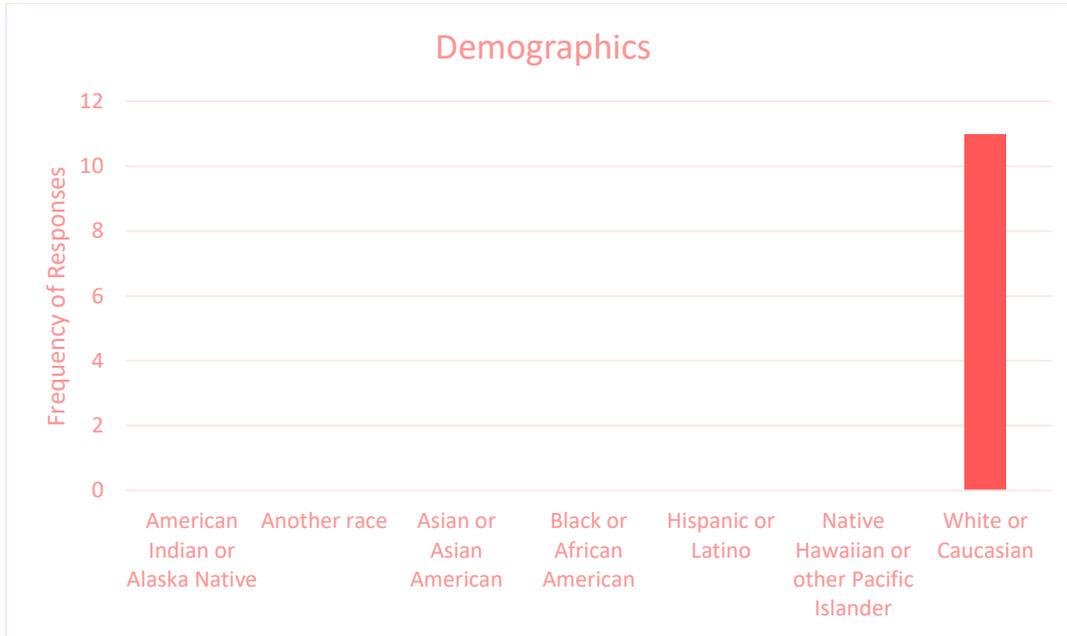


### Barriers for Recruitment/Retention



# Kansas

Total Submissions: 11



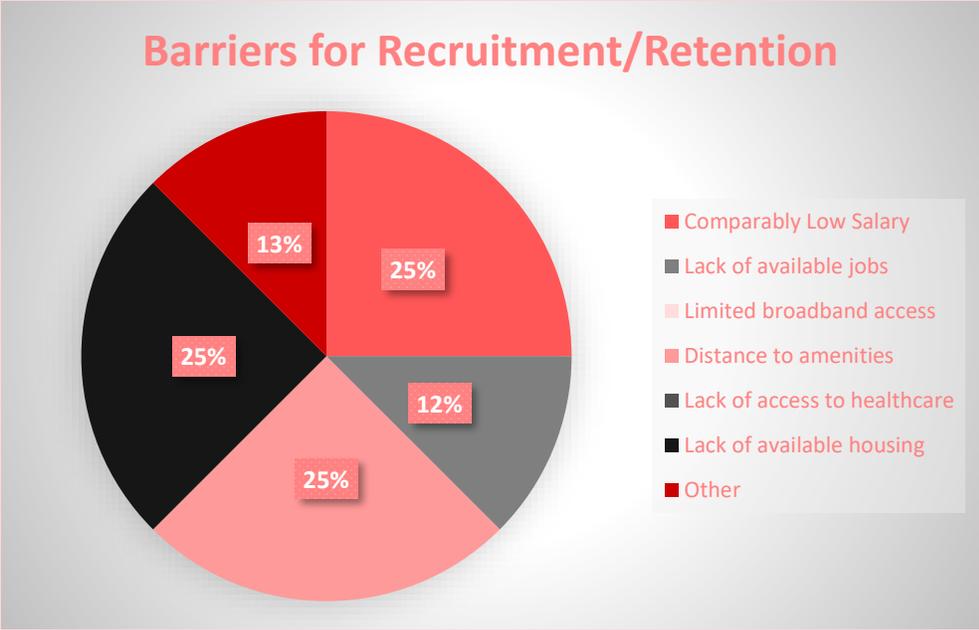
School Type: N/A



Distance from Work: N/A

Satisfaction Rankings: N/A



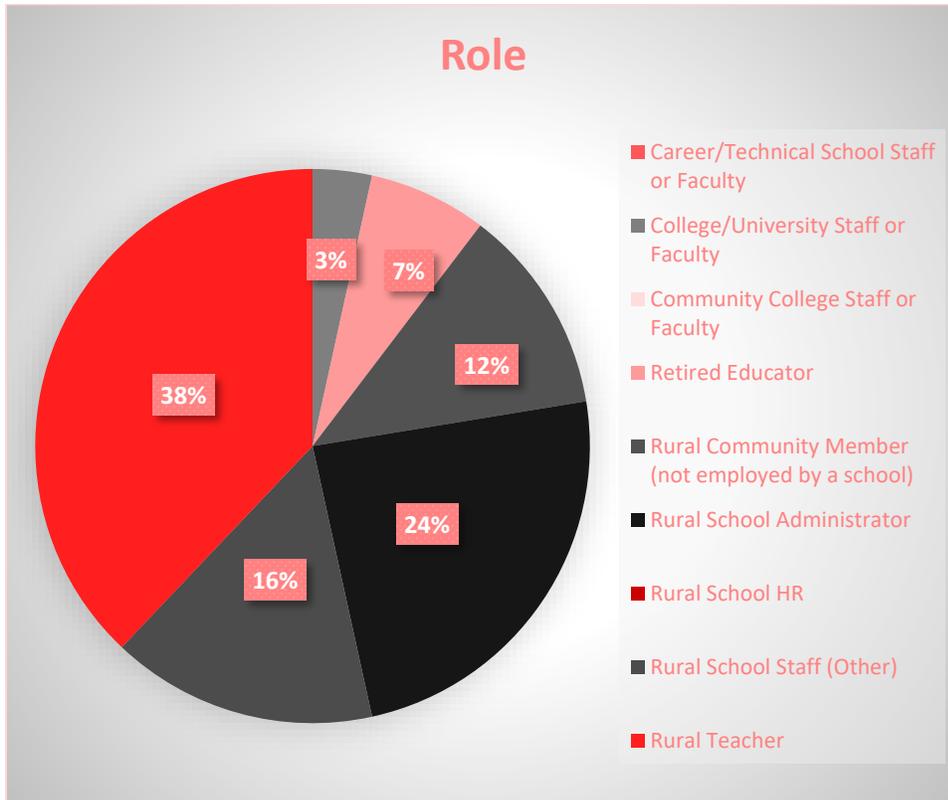
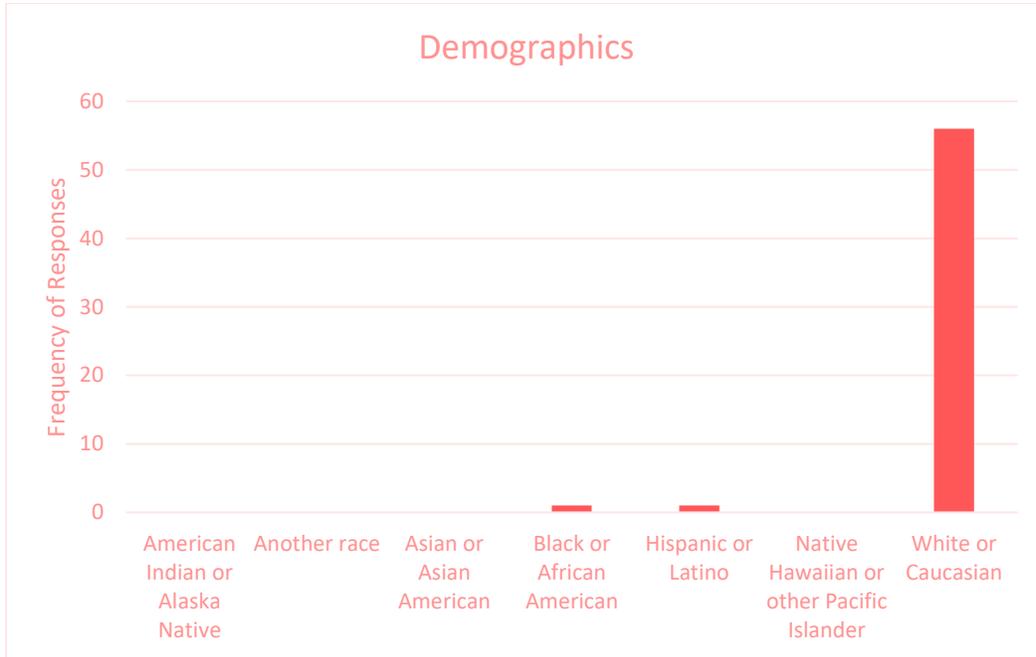


Additional Barriers:

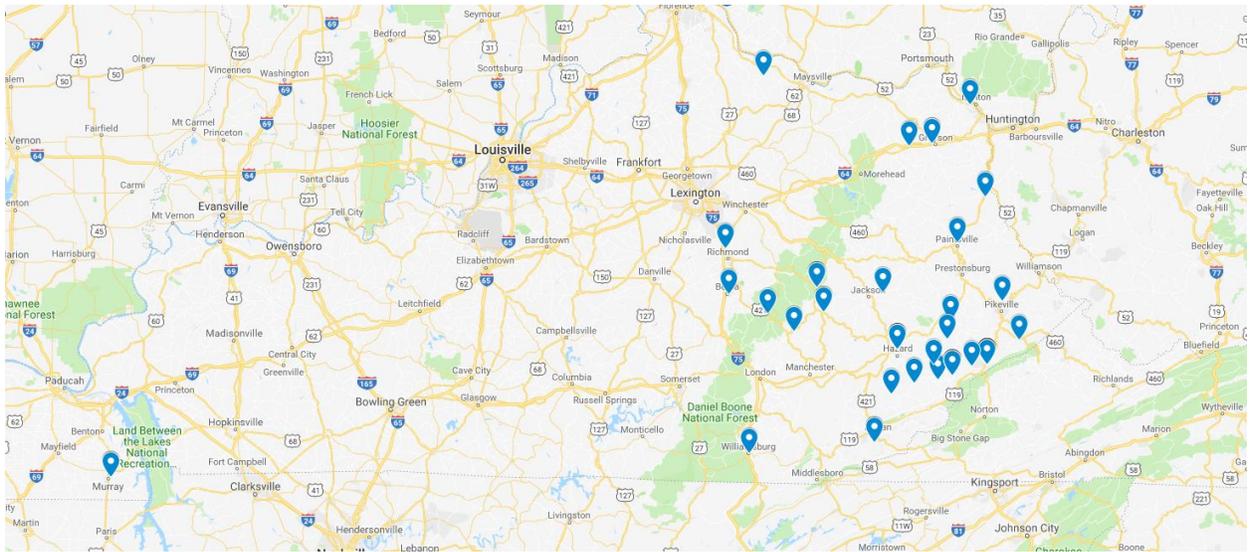
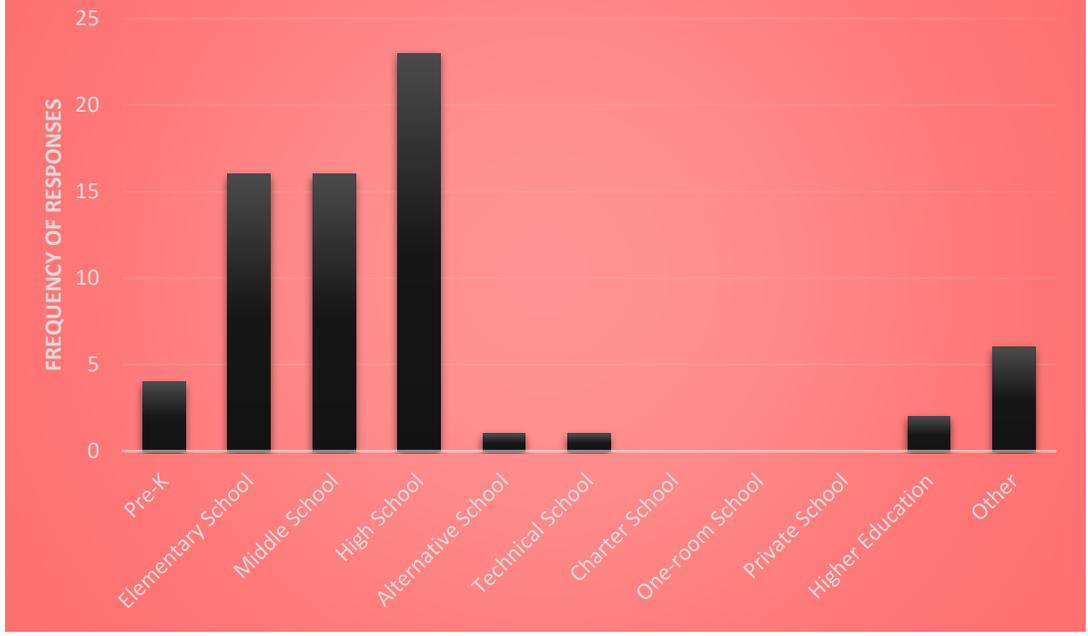
- A lack of pride in the community

# Kentucky

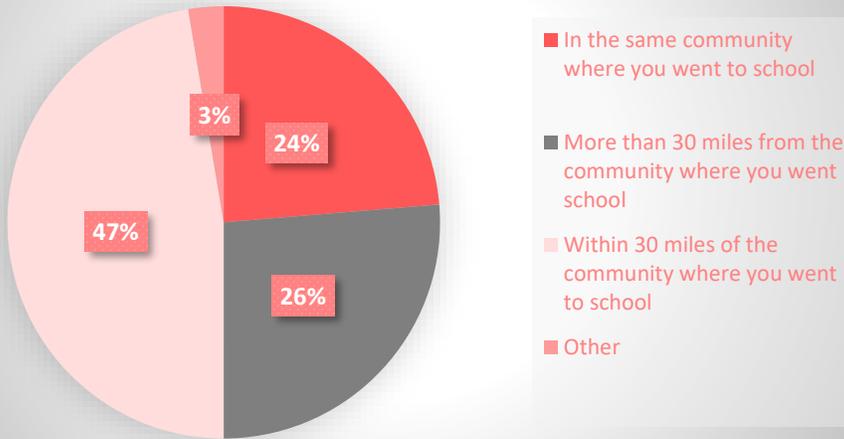
Total Submissions: 58



# School Type



## Distance From Work



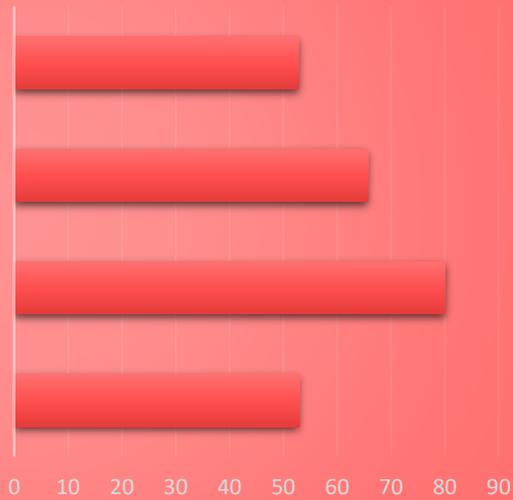
## Average of Satisfaction Rankings

How well does your community reach out to and embrace new teachers?

How satisfied are you with the technology resources (hardware, broadband access, software, etc.) available at your school?

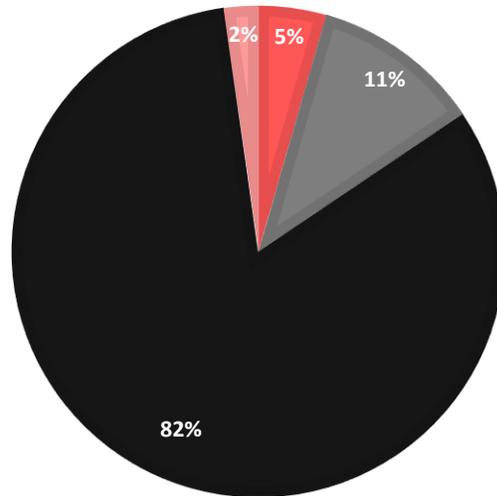
How informed did you feel about life in your rural community, prior to starting your job at your rural school?

How satisfied are you with your access to collaboration tools, allowing you to connect with other teachers in your content area or grade...

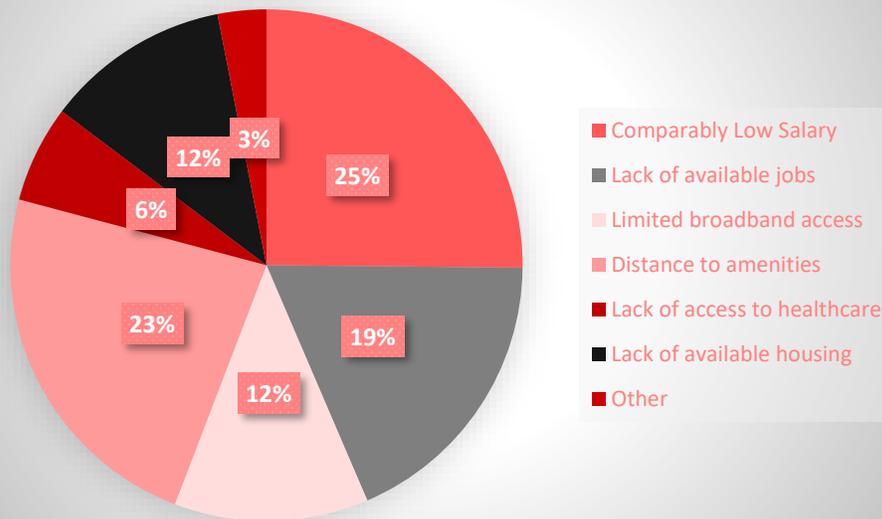


## TIME LIVED IN COMMUNITY

■ 1-3 years ■ 4-6 years ■ 7+ years ■ Less than 1 year



## Barriers for Recruitment/Retention

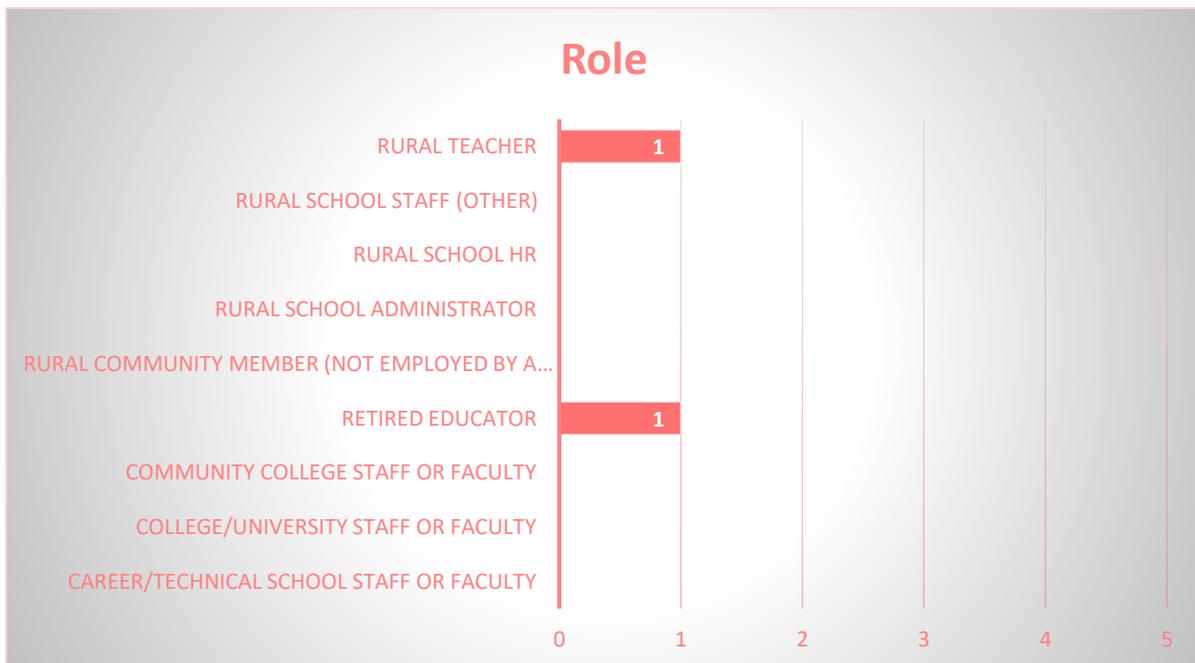
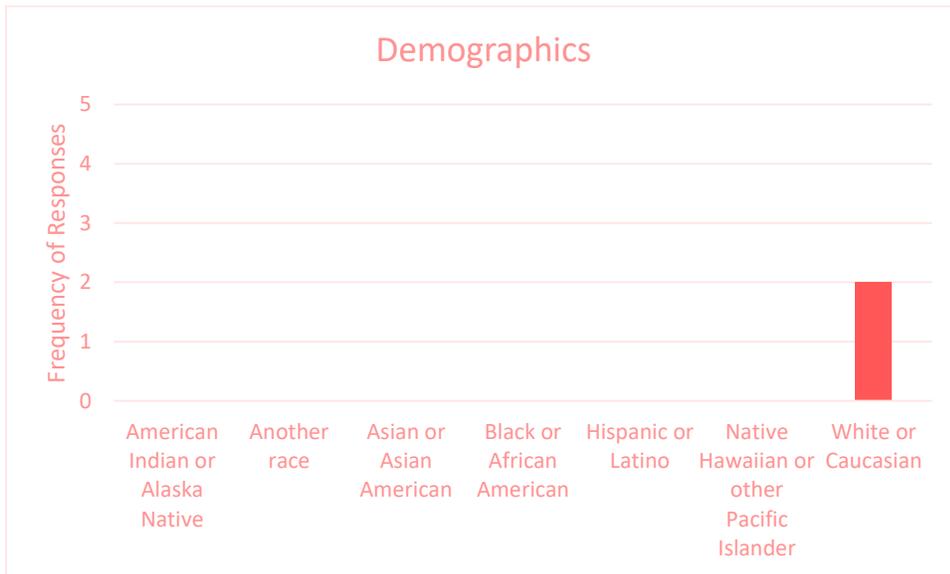


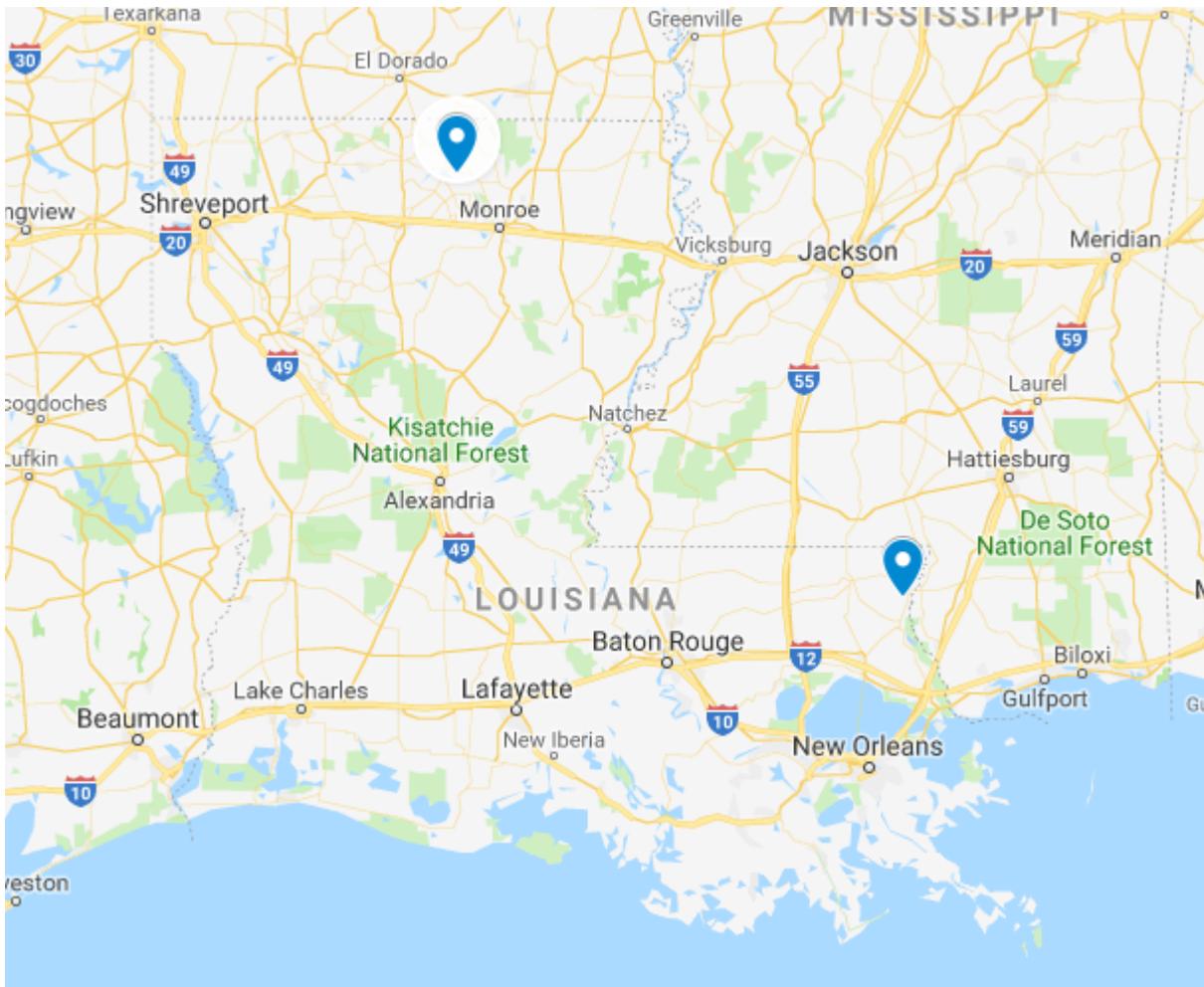
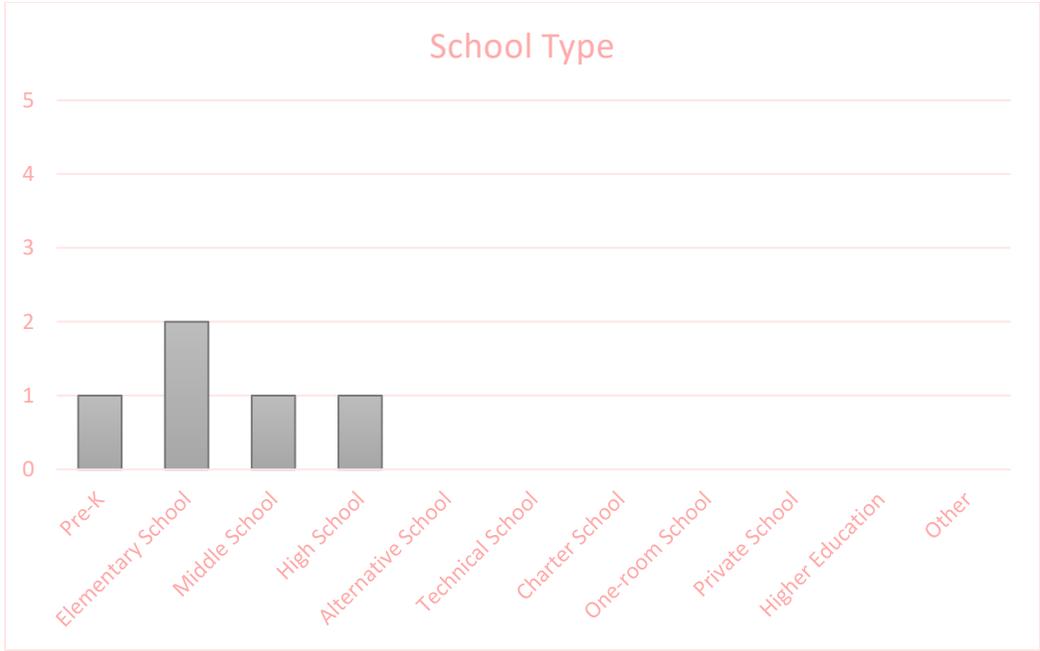
Additional Barriers:

- Uncertainty about retirement
- Small town politics
- Stereotypes of our region
- I happen to live in a thriving, rural community mainly because we have a state university here.
- Negative politics

## Louisiana

Total Submissions: 2

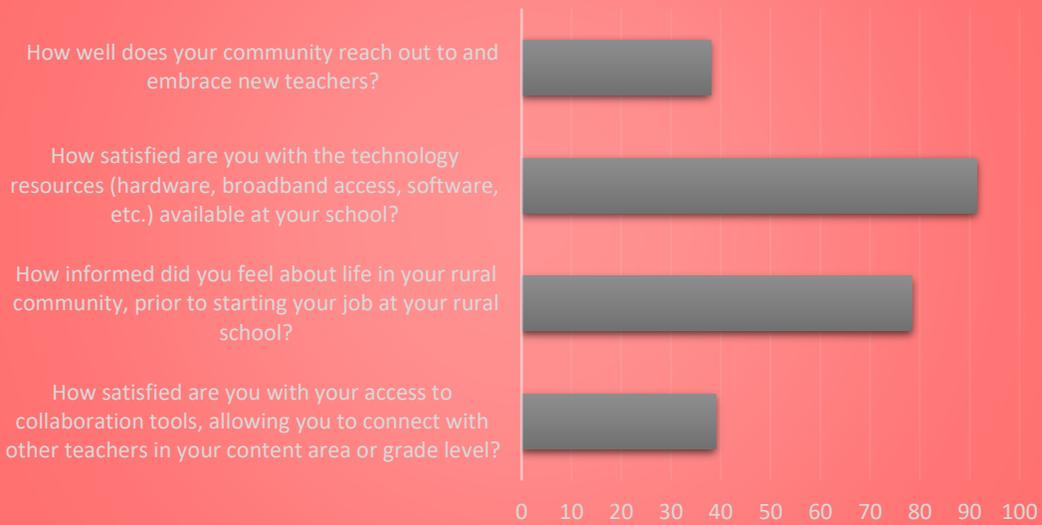


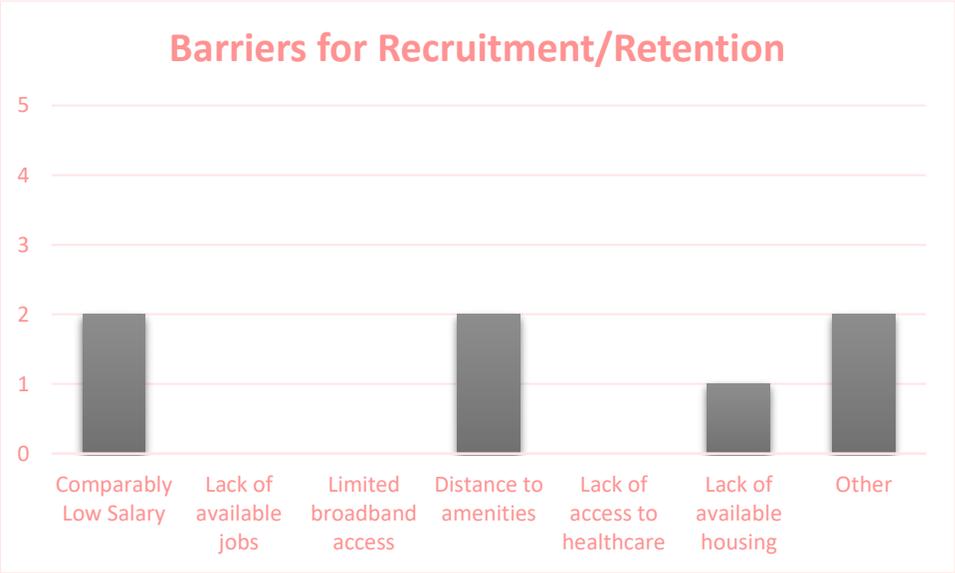


## Distance from Work



## Average of Satisfaction Rankings



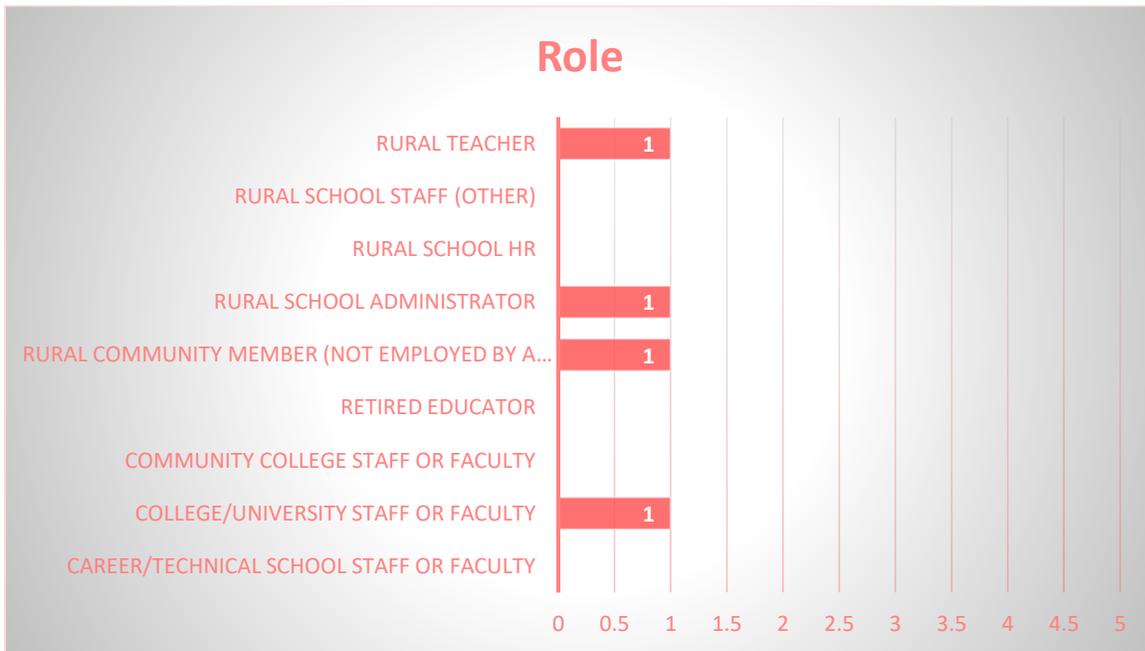
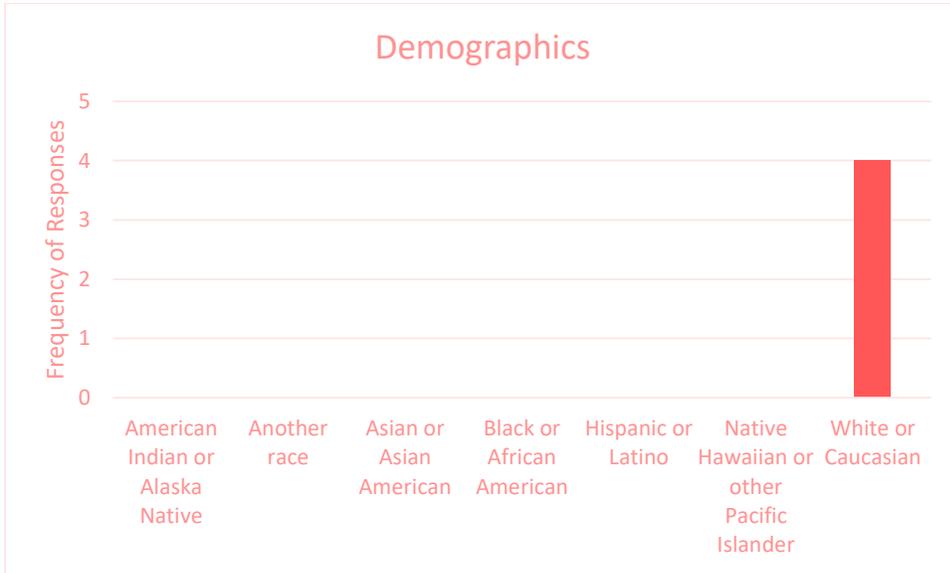


Additional Barriers:

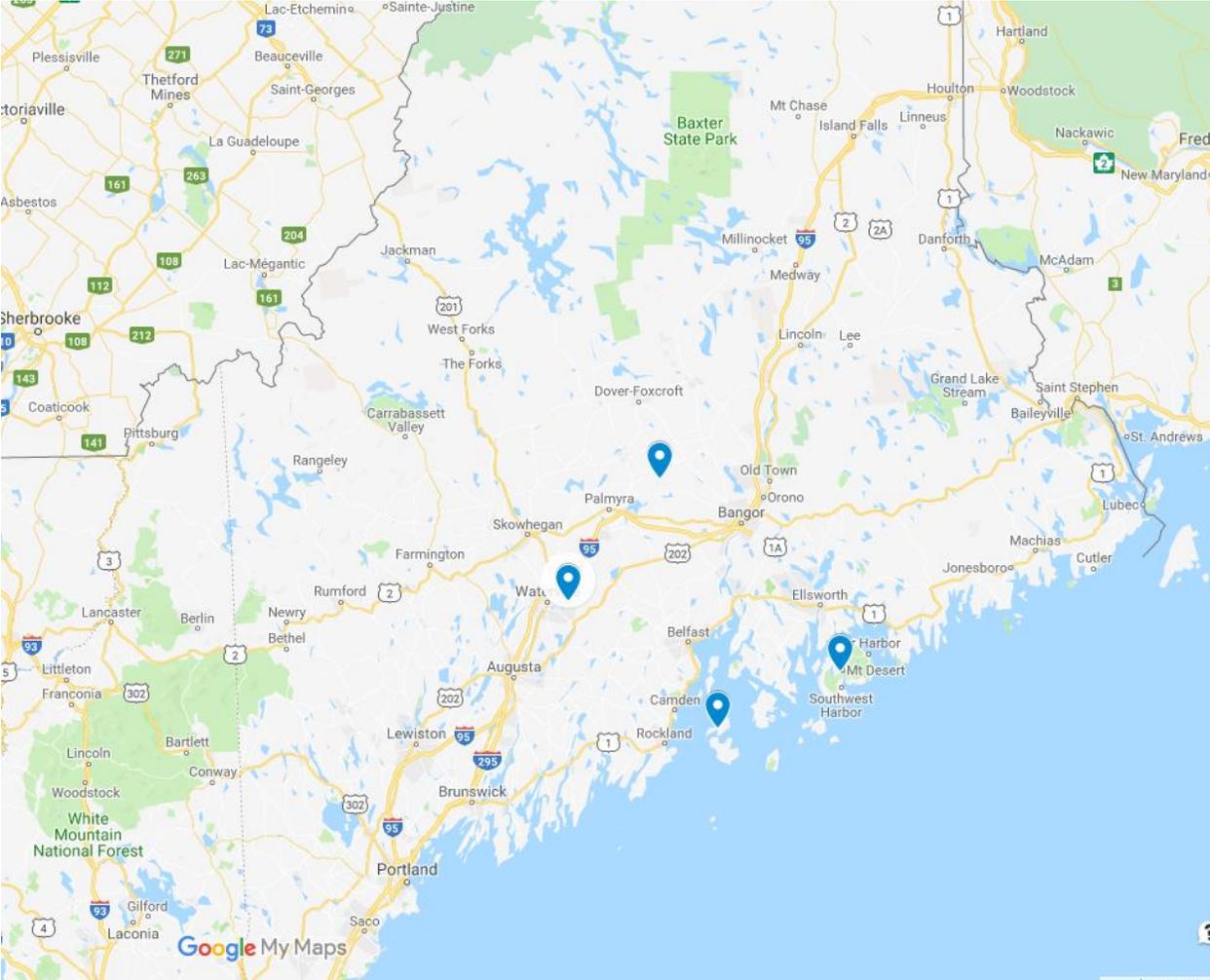
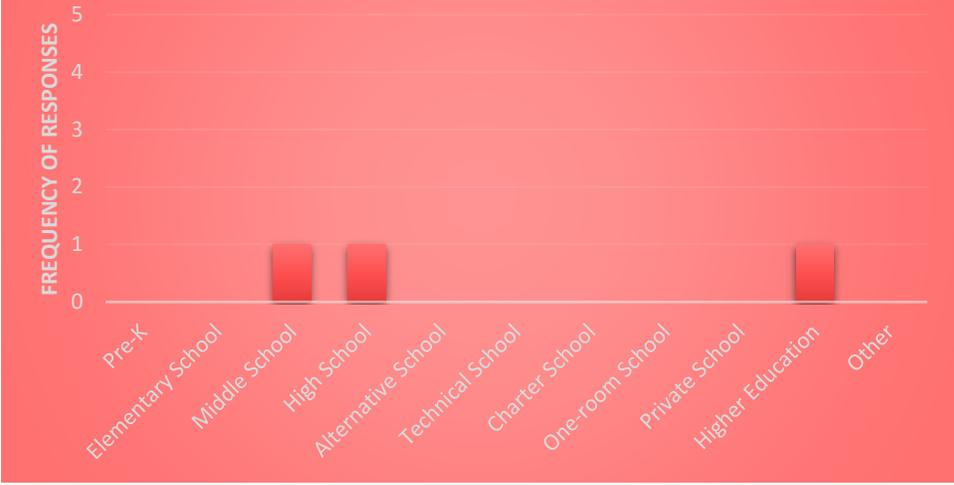
- Poverty level of community
- Culture and Climate of Schools

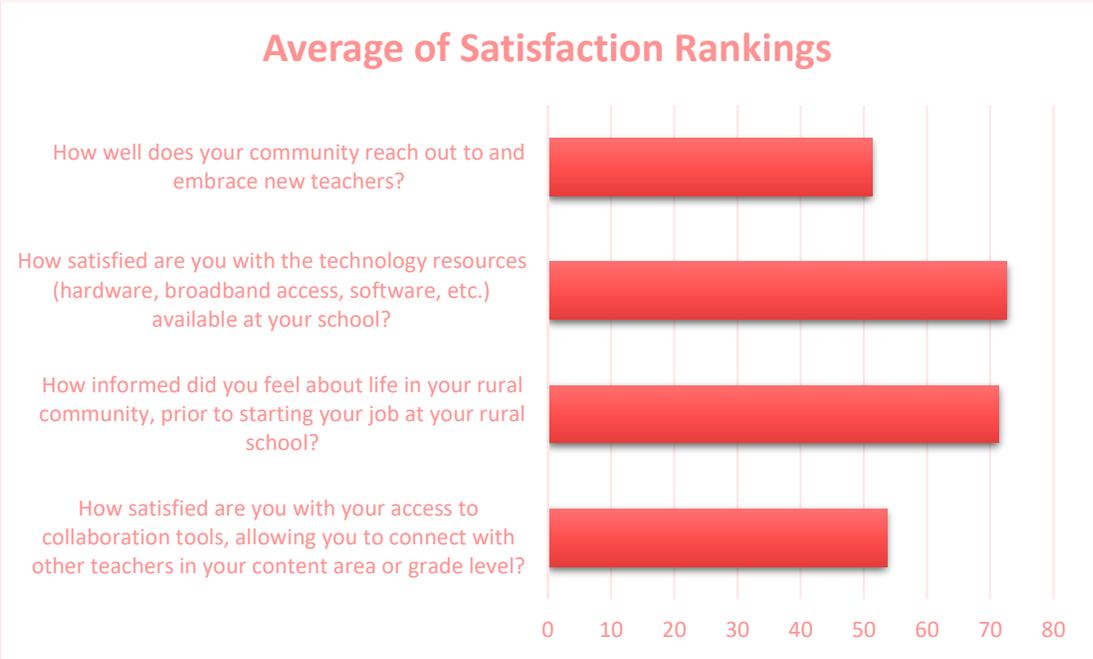
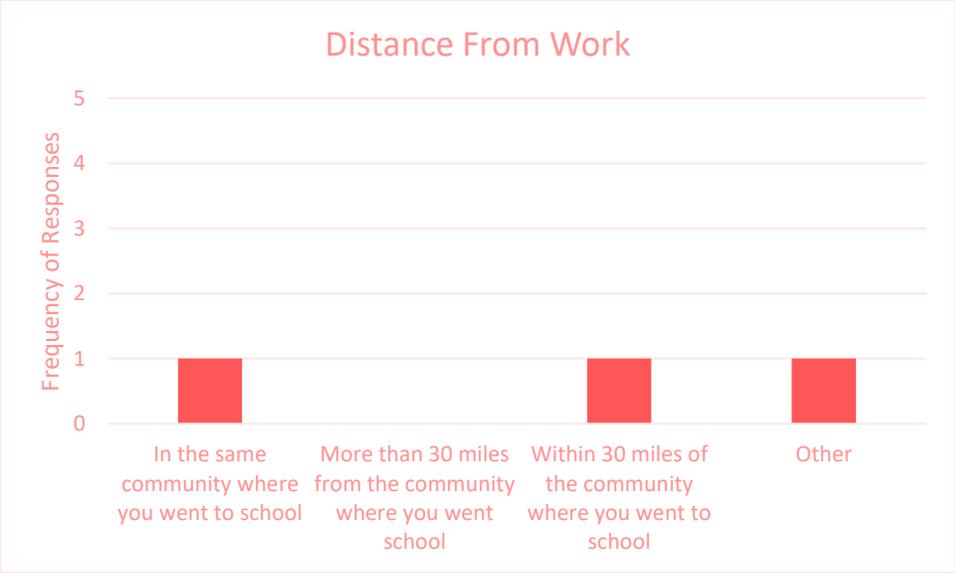
# Maine

Total Submissions: 4

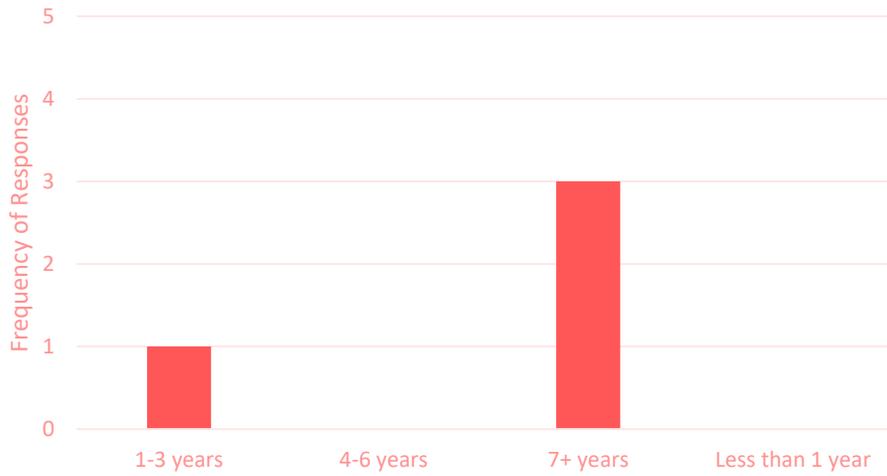


# School Type

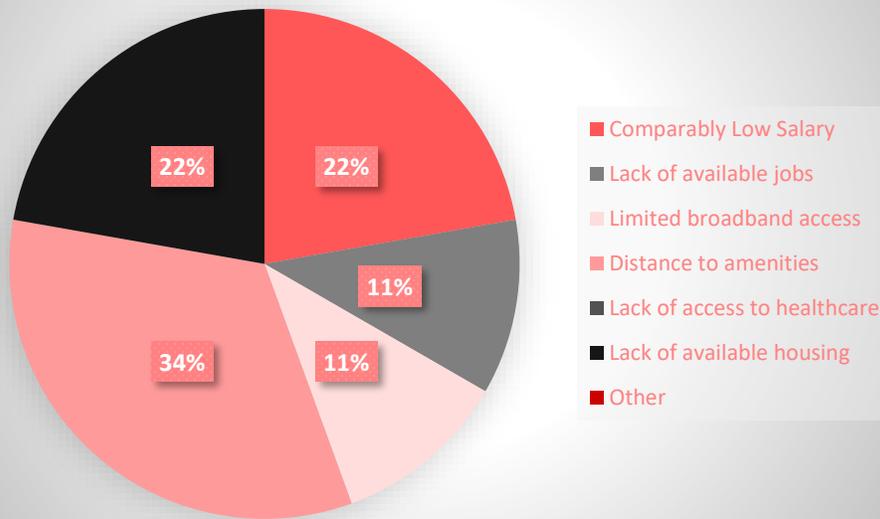




### Time Lived in Community



### Barriers for Recruitment/Retention



## Maryland

---

Total Submissions: 1

Demographics- White or Caucasian

Role- Rural Teacher

School Type- Middle School

Distance From Work- Within 30 miles

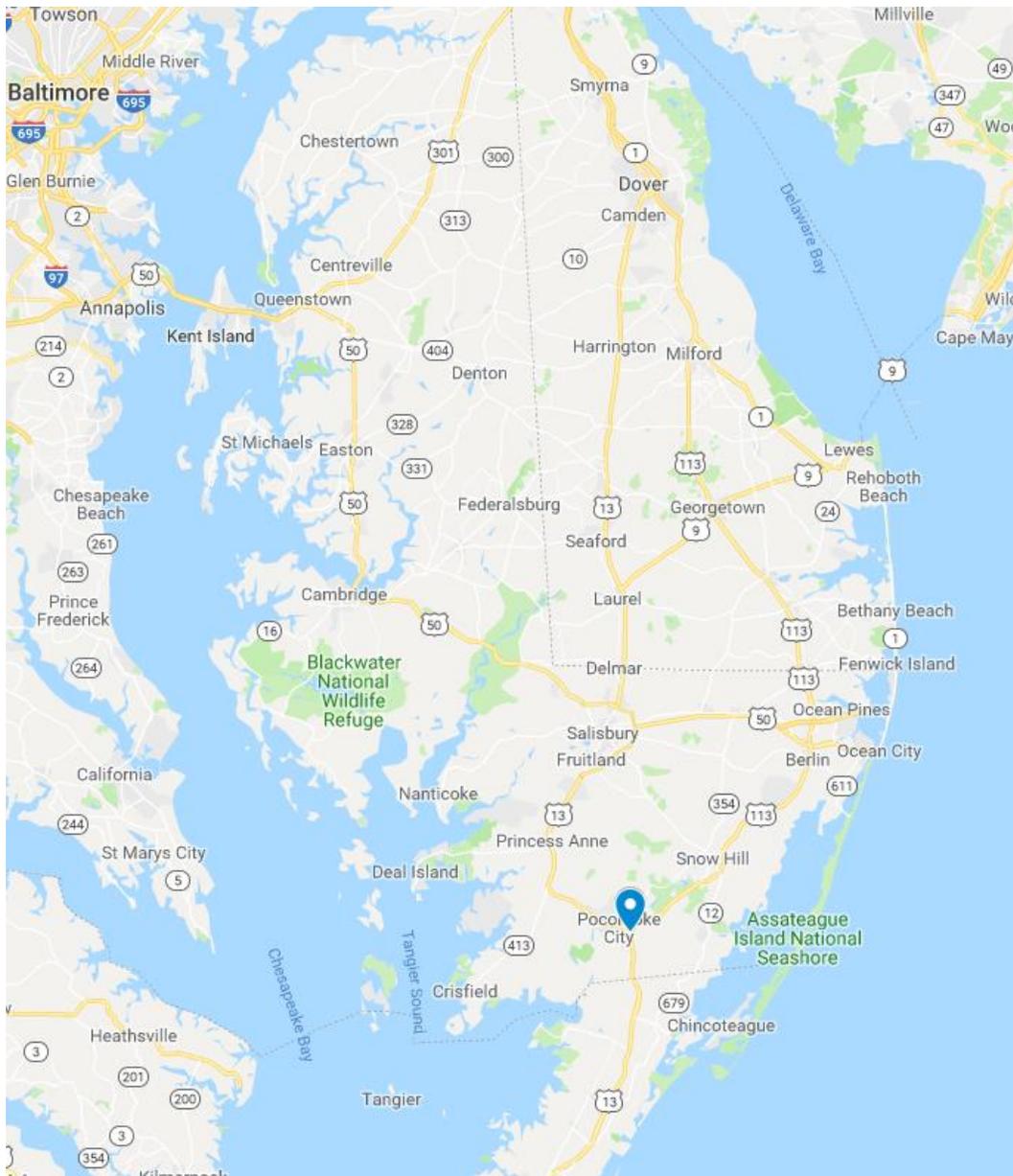
Satisfaction rankings-

- How satisfied are you with your access to collaboration tools, allowing you to connect with other teachers in your content area or grade level?
  - 100
- How informed did you feel about life in your rural community, prior to starting your job at your rural school?
  - 50
- How satisfied are you with the technology resources (hardware, broadband access, software, etc.) available at your school?
  - 52
- How well does your community reach out to and embrace new teachers?
  - 76

Time Lived in Community- 4-6 years

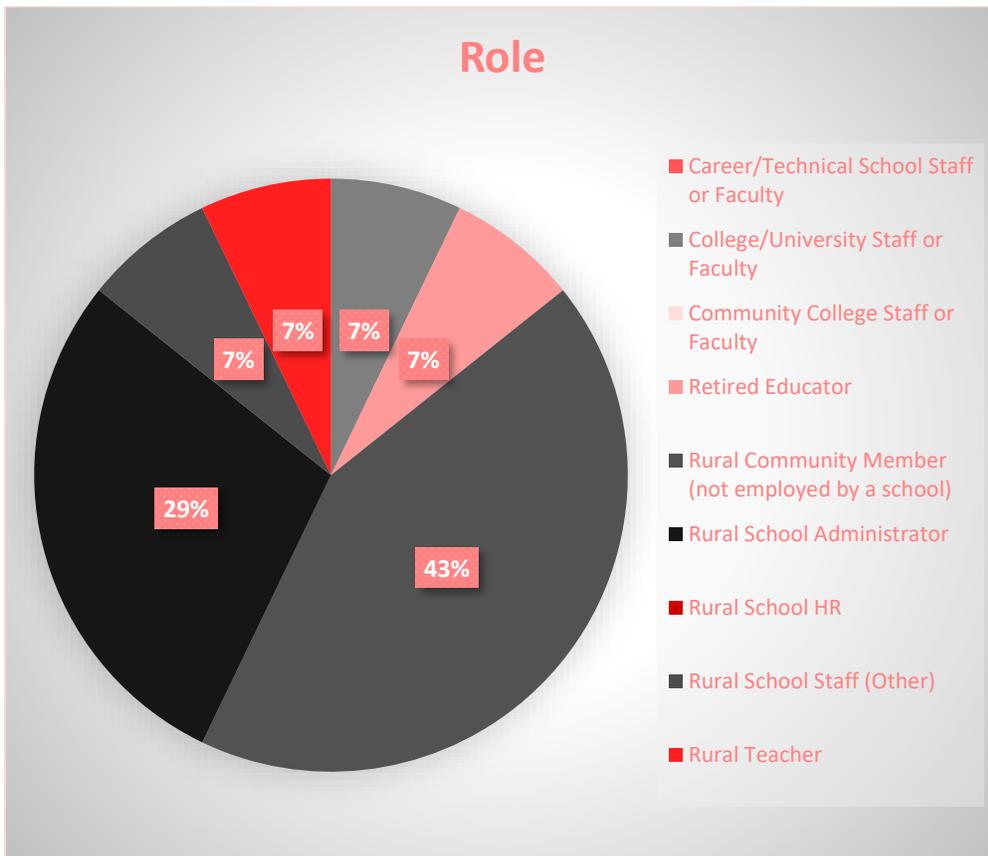
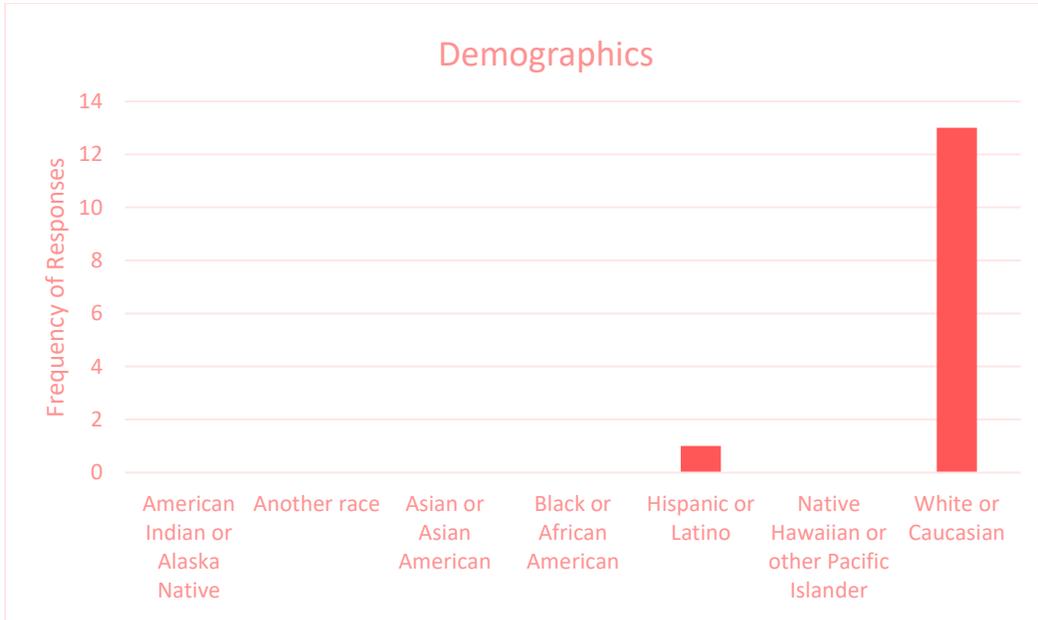
Barriers for recruitment-

- Lack of available jobs
- Limited broadband access
- Distance to amenities



# Massachusetts

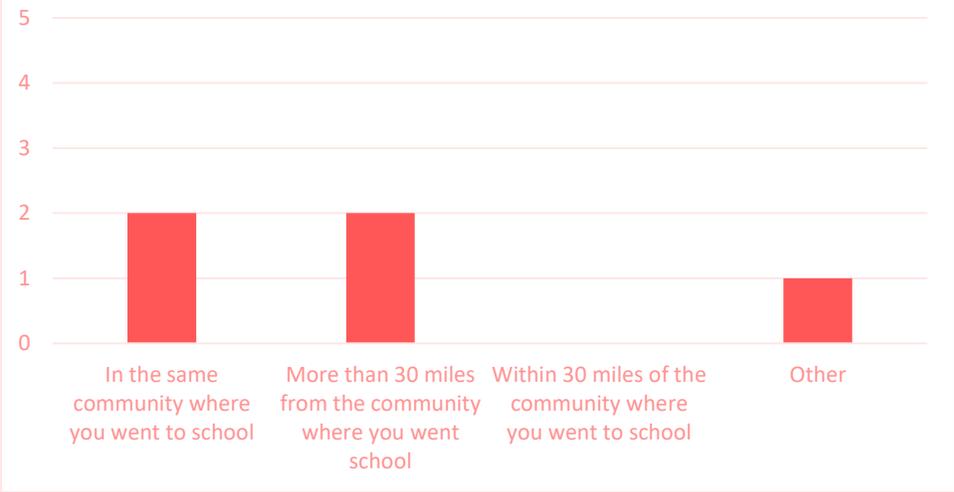
Total Submission: 14



## School Type



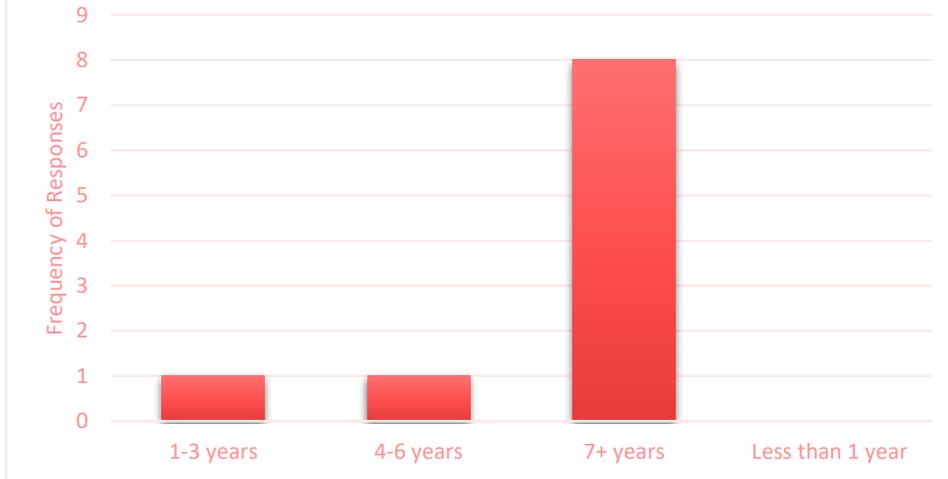
## Distance From Work

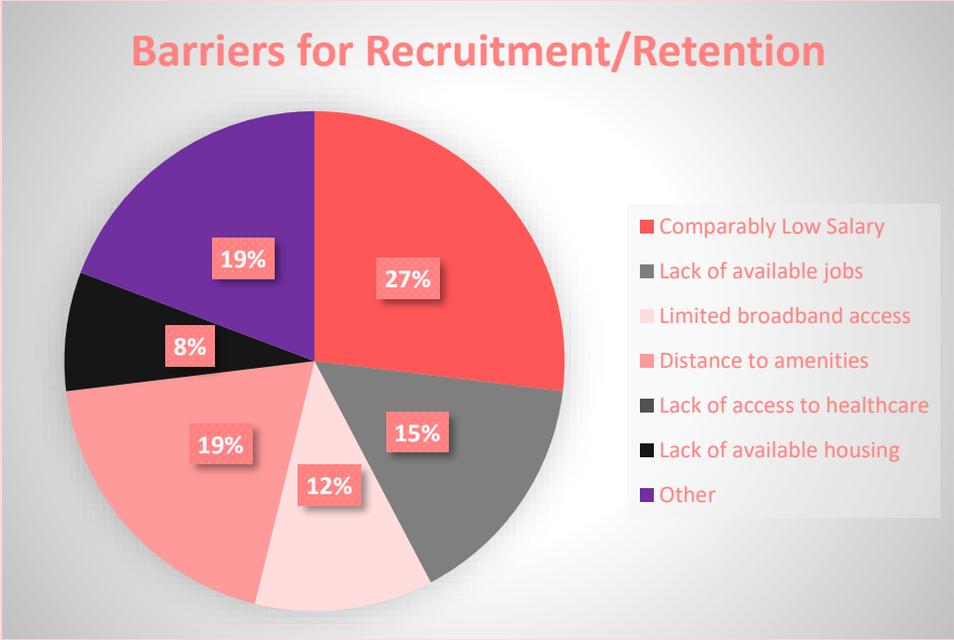


## Average of Satisfaction Rankings



## Time Lived in Community





Additional Barriers:

- Lack of racial and ethnic diversity
- Jobs for trailing spouses
- Demographics of our community
- Lack of community support. Older population
- Lack of faith in the public school education system. It's all about the admins and their salaries and not about reaching students.

## Michigan

---

Total Submissions: 1

Demographics- White or Caucasian

Role- Rural community member

School Type- N/A

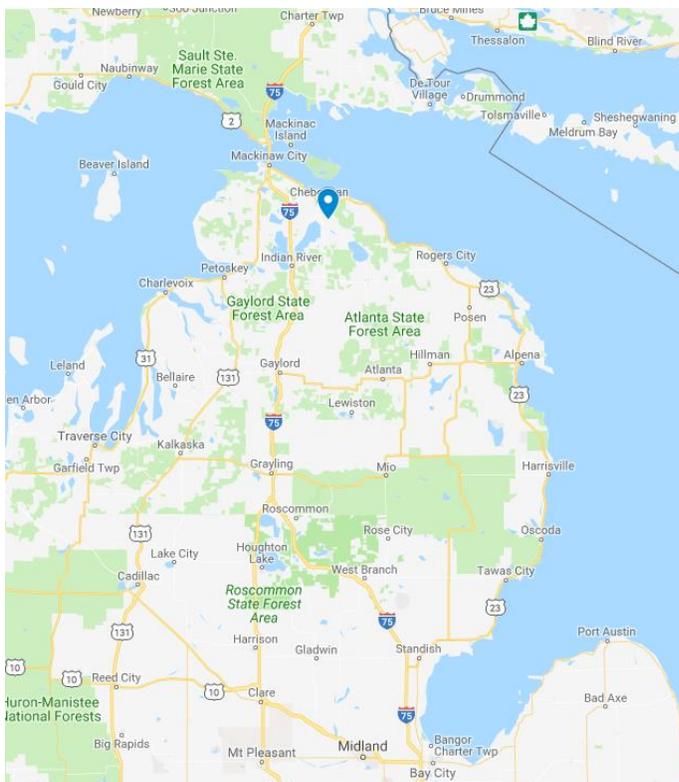
Distance From Work- N/A

Satisfaction Rankings- N/A

Time in Community- 7+ years

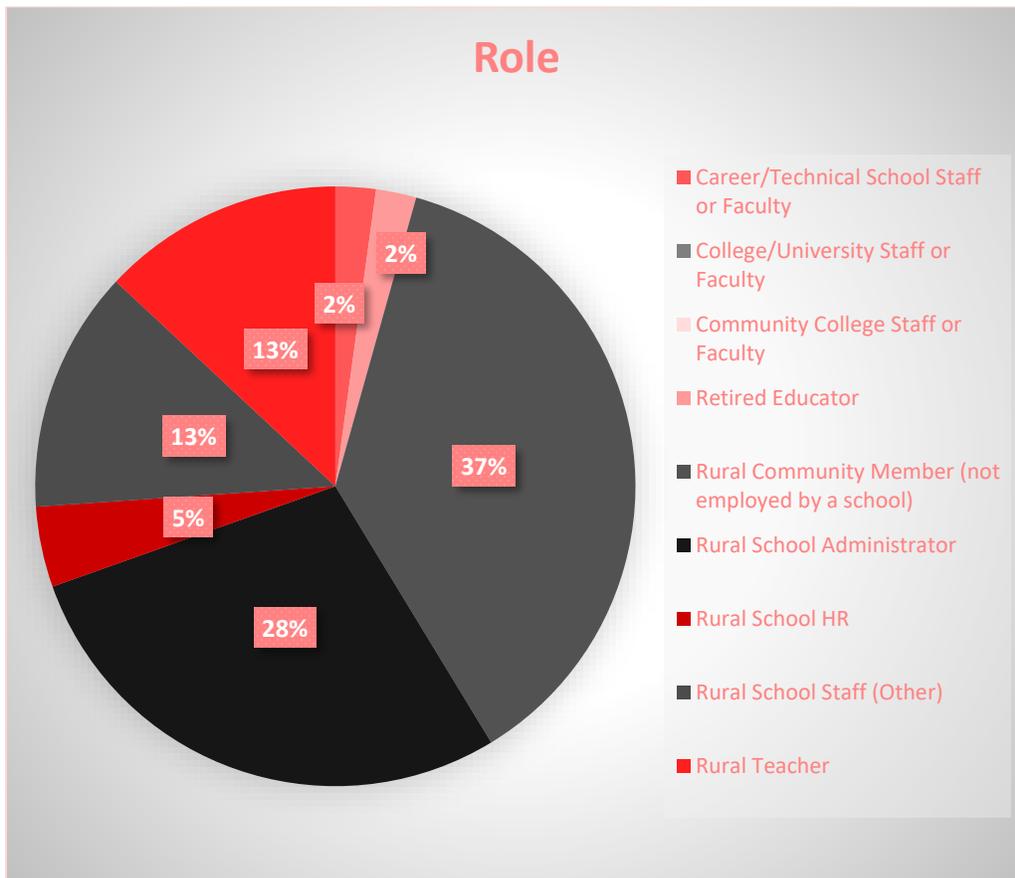
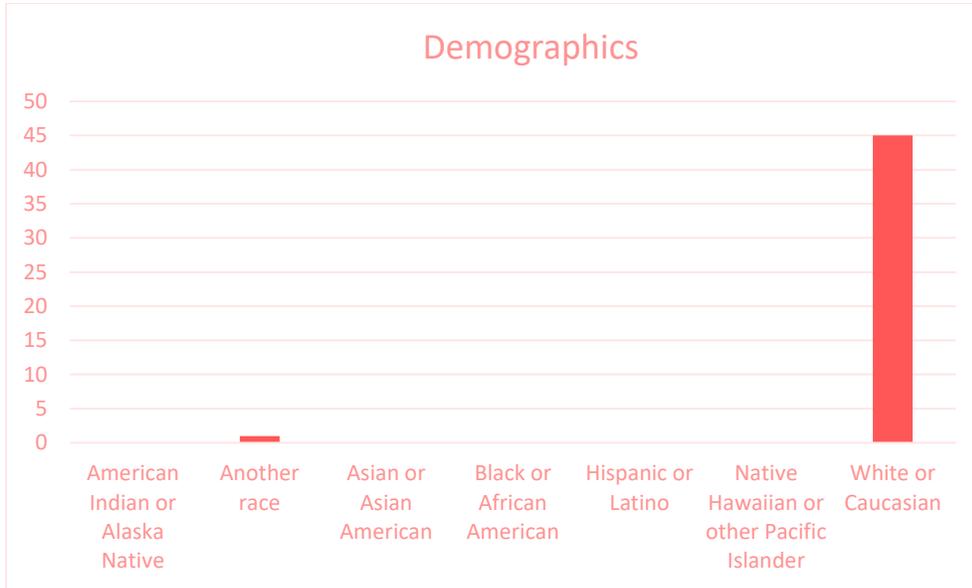
Barriers for recruitment-

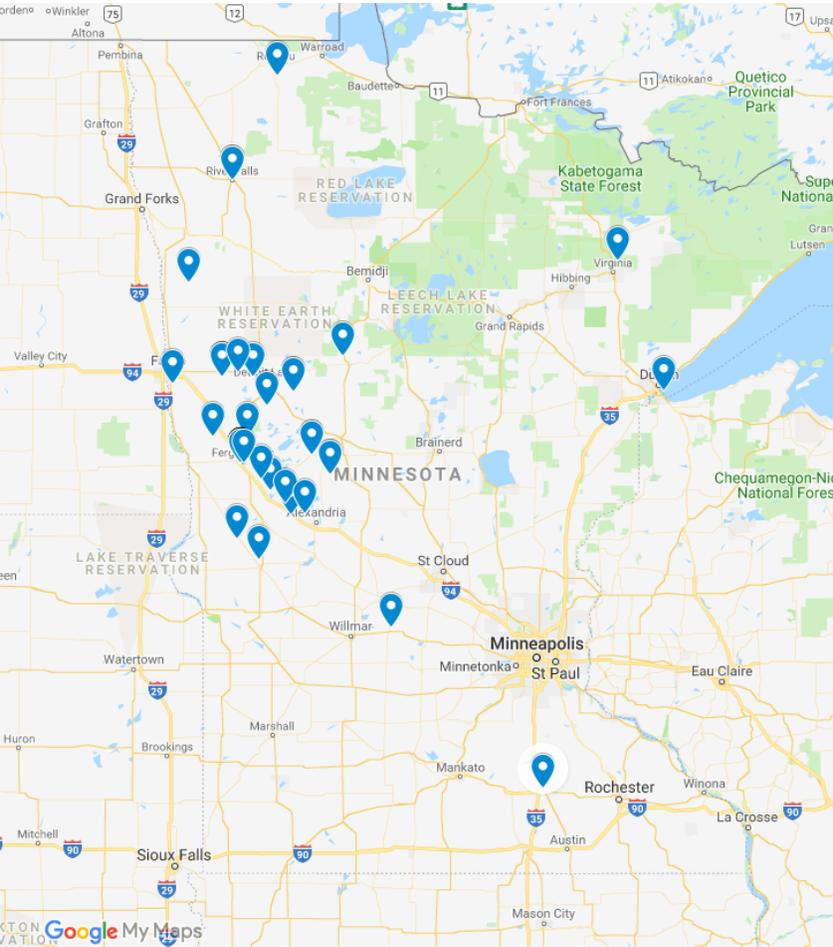
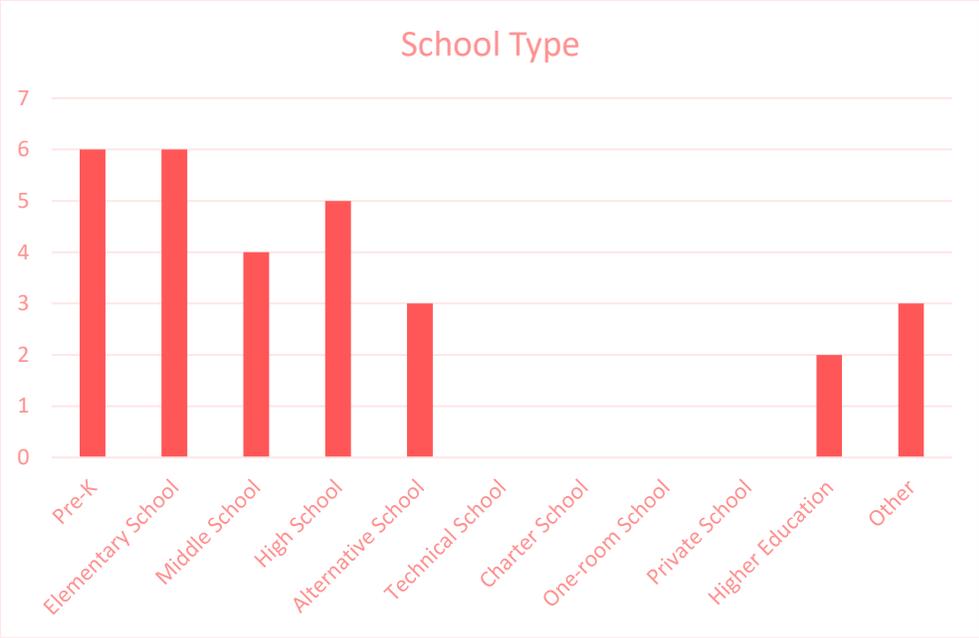
- Comparably low salary
- Lack of available jobs
- Other- “Seasonal lay-offs, high unemployment in winter”



# Minnesota

Total Submissions: 46

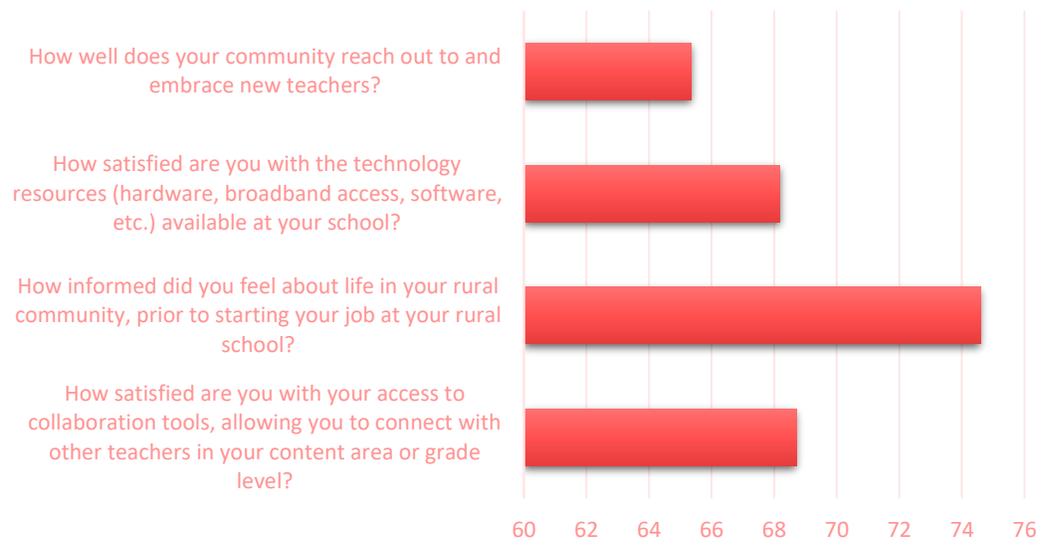




## Distance From Work



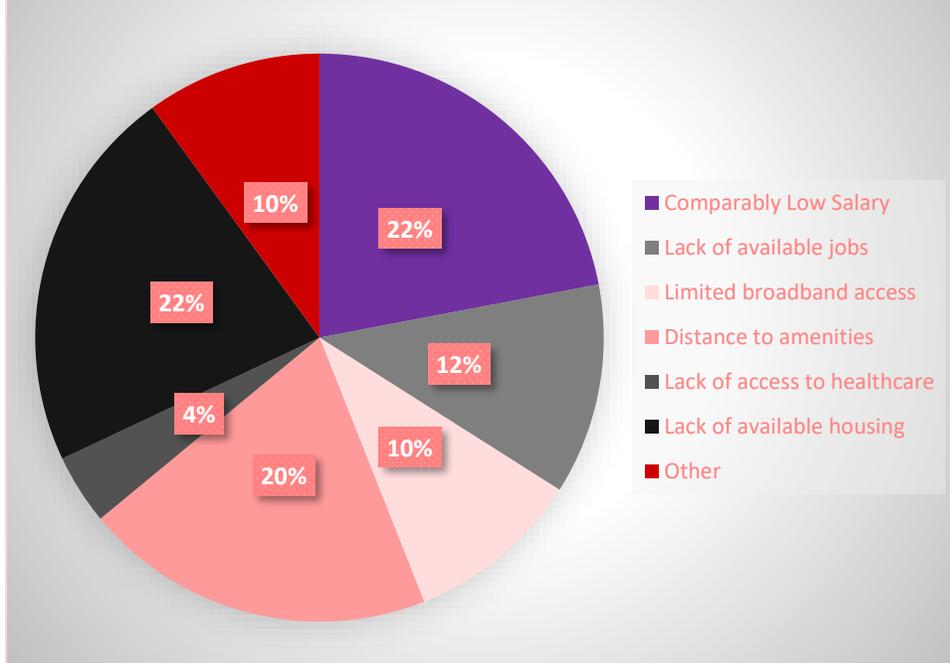
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention



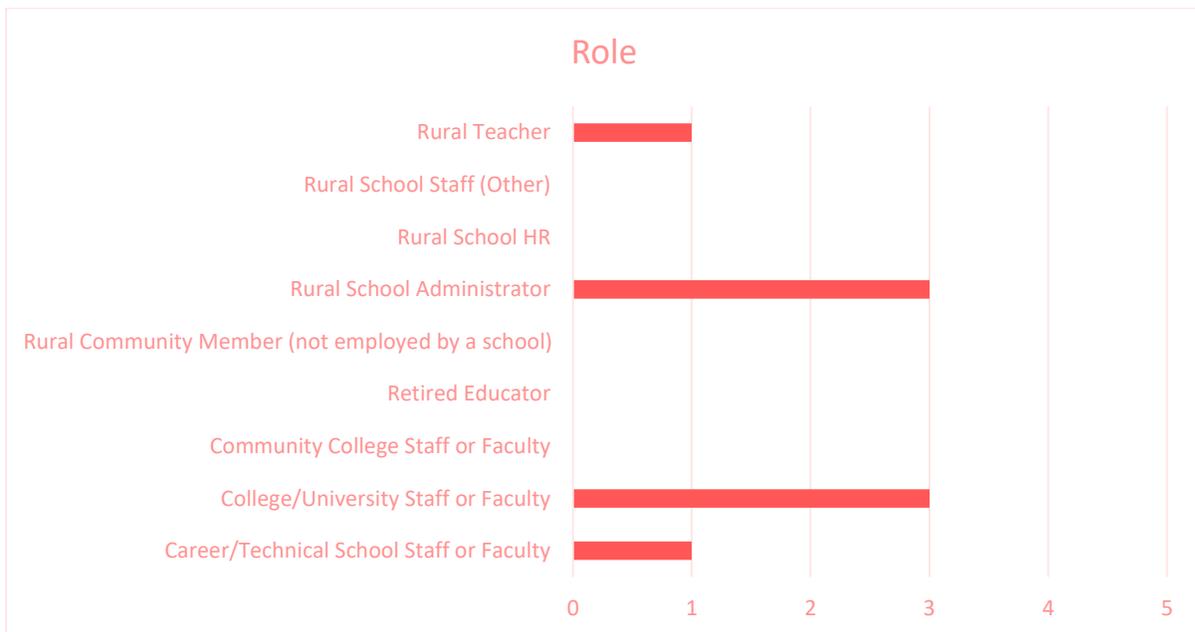
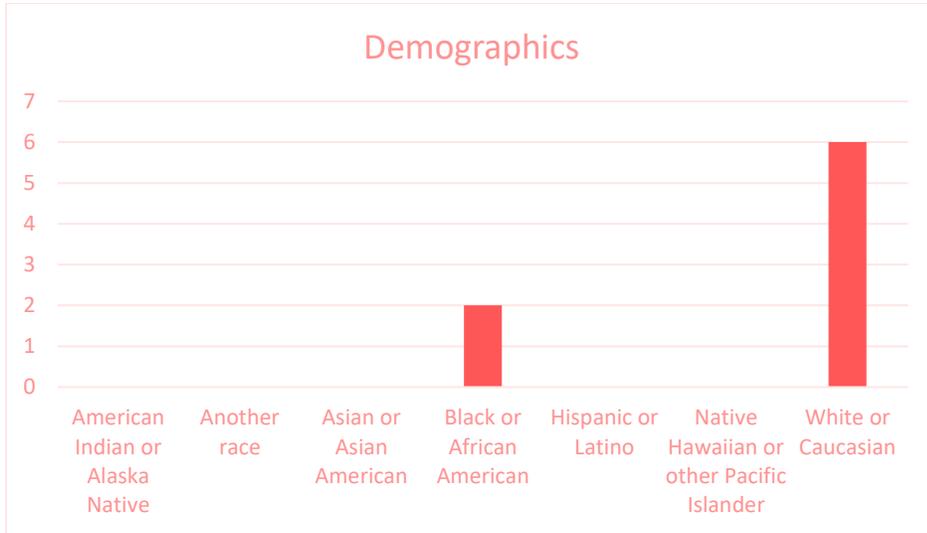
Additional Barriers:

- change-resistant leadership
- Lack of affordable, quality child care
- Cost of living in rural community compared to salary
- Friends that live in or near the metro areas
- Early Childhood Salaries compared to K-12 salaries
- Access to affordable childcare

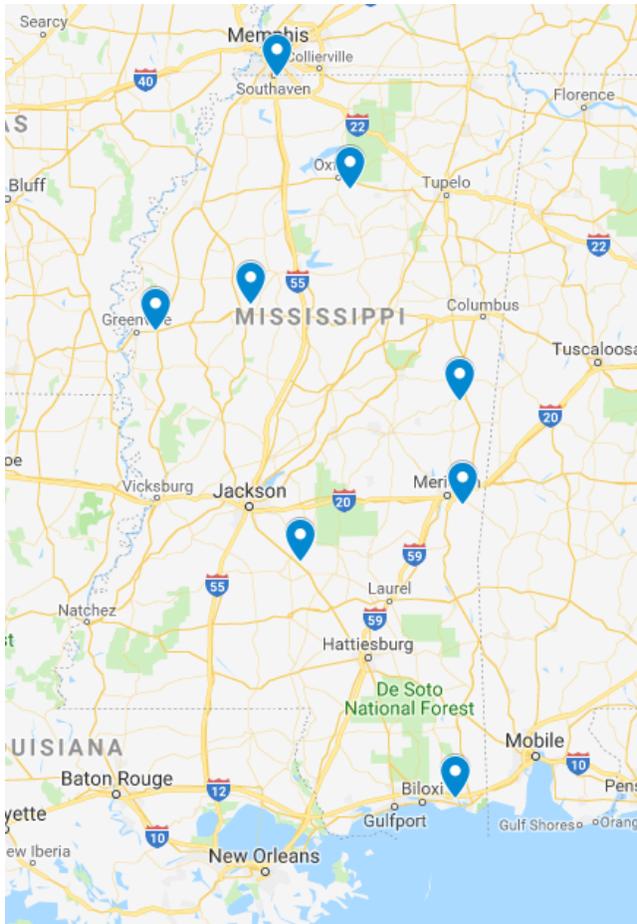
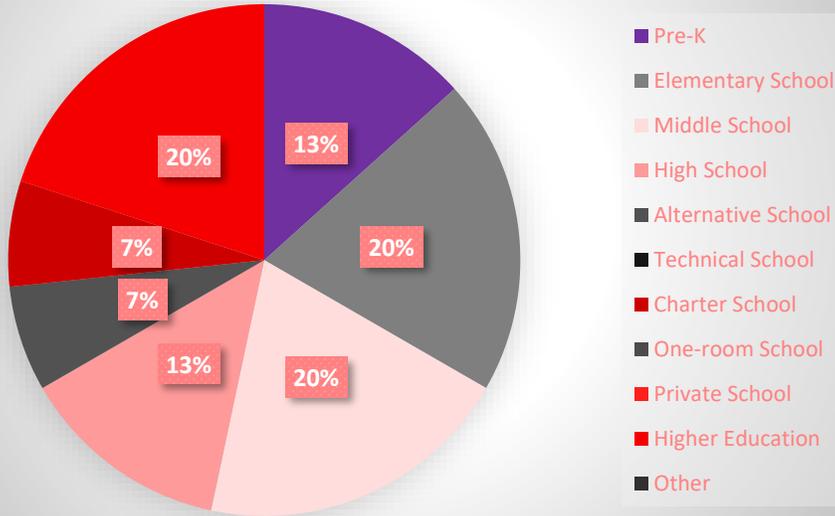
- Lack of childcare. Insular, not welcoming to new community members
- Preschool teachers are not paid with parity to K-12 teachers and should be.
- I would guess that some would have indicated "distance to amenities" but, while amenities in any one of the communities I've worked with may be limited, as a region, we're loaded.
- More jobs open than there are people available

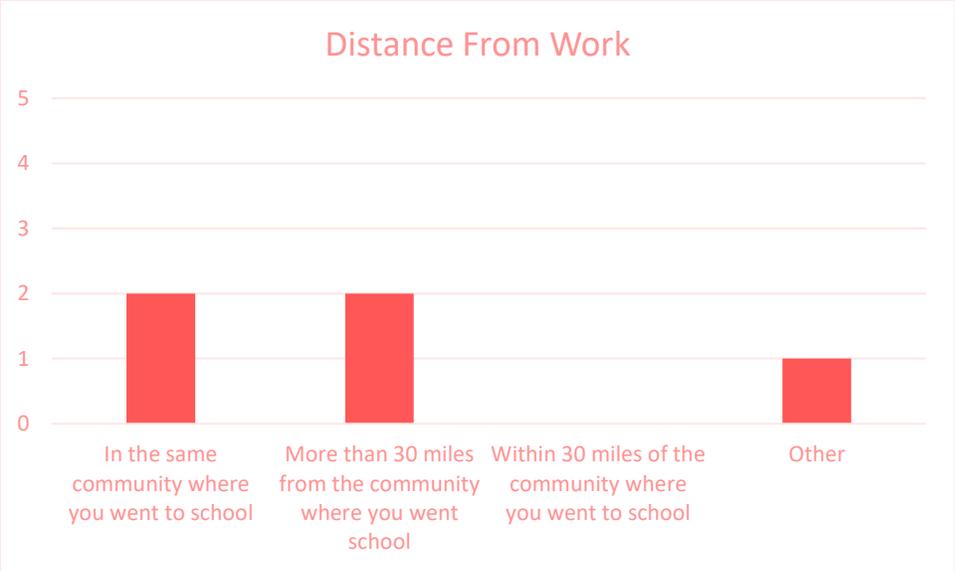
# Mississippi

Total Submissions: 8

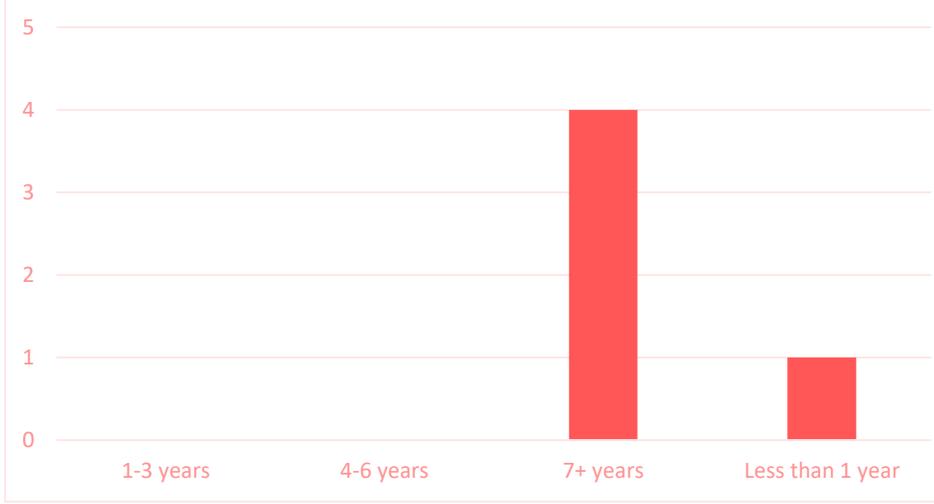


## School Type

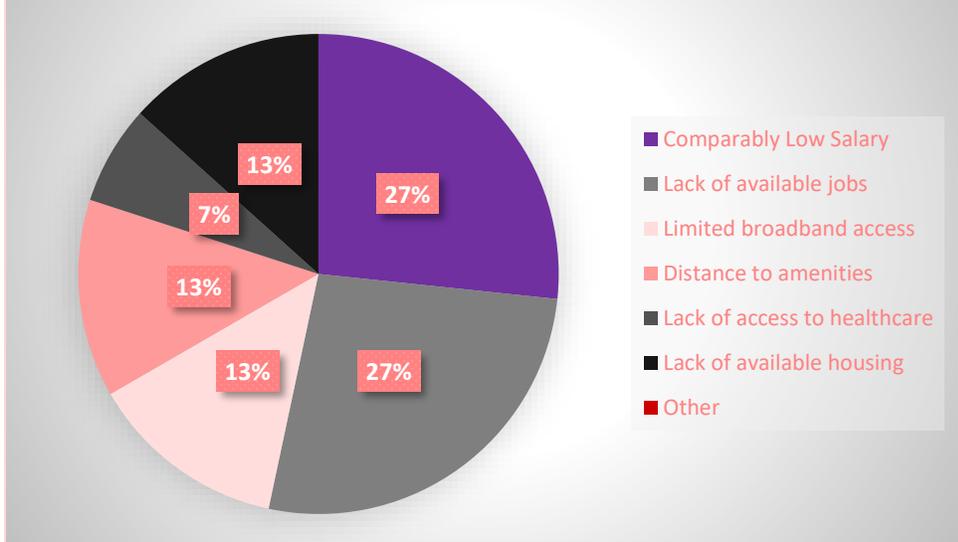




### Time Lived in Community

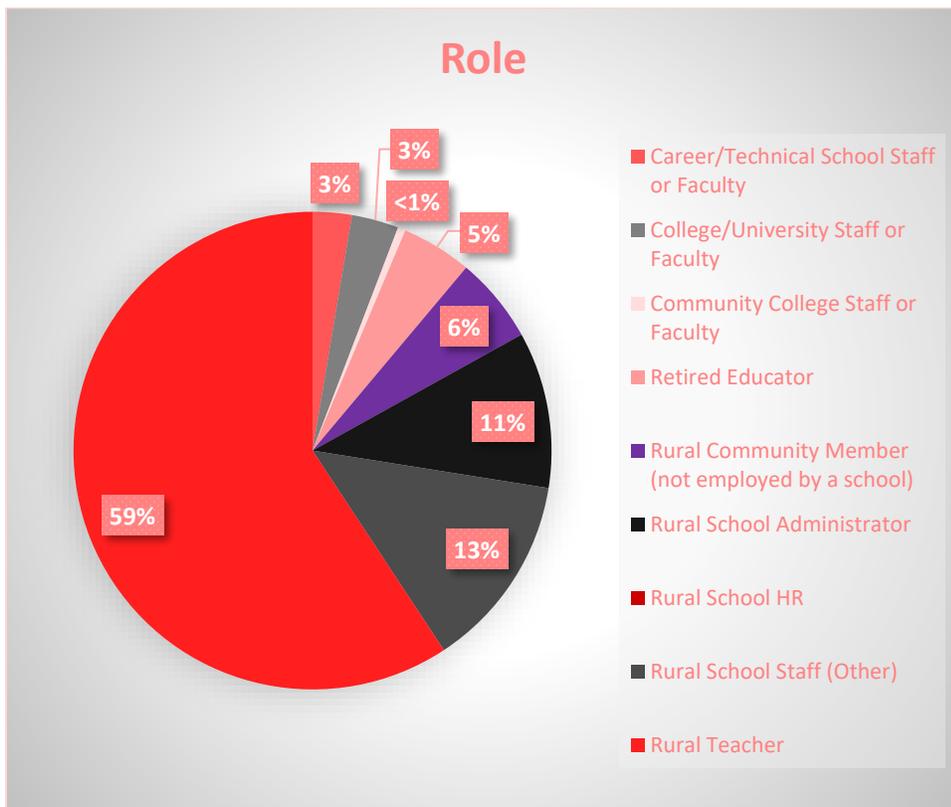
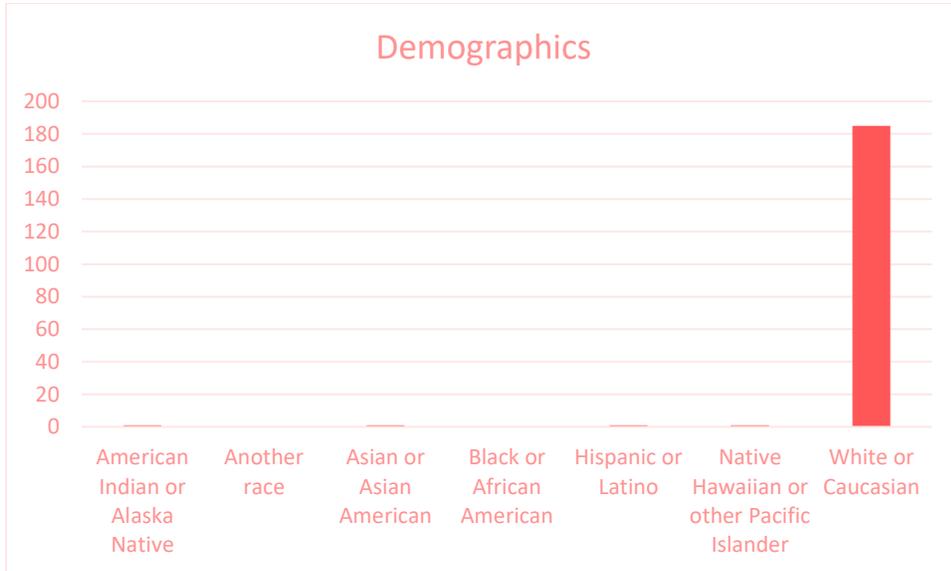


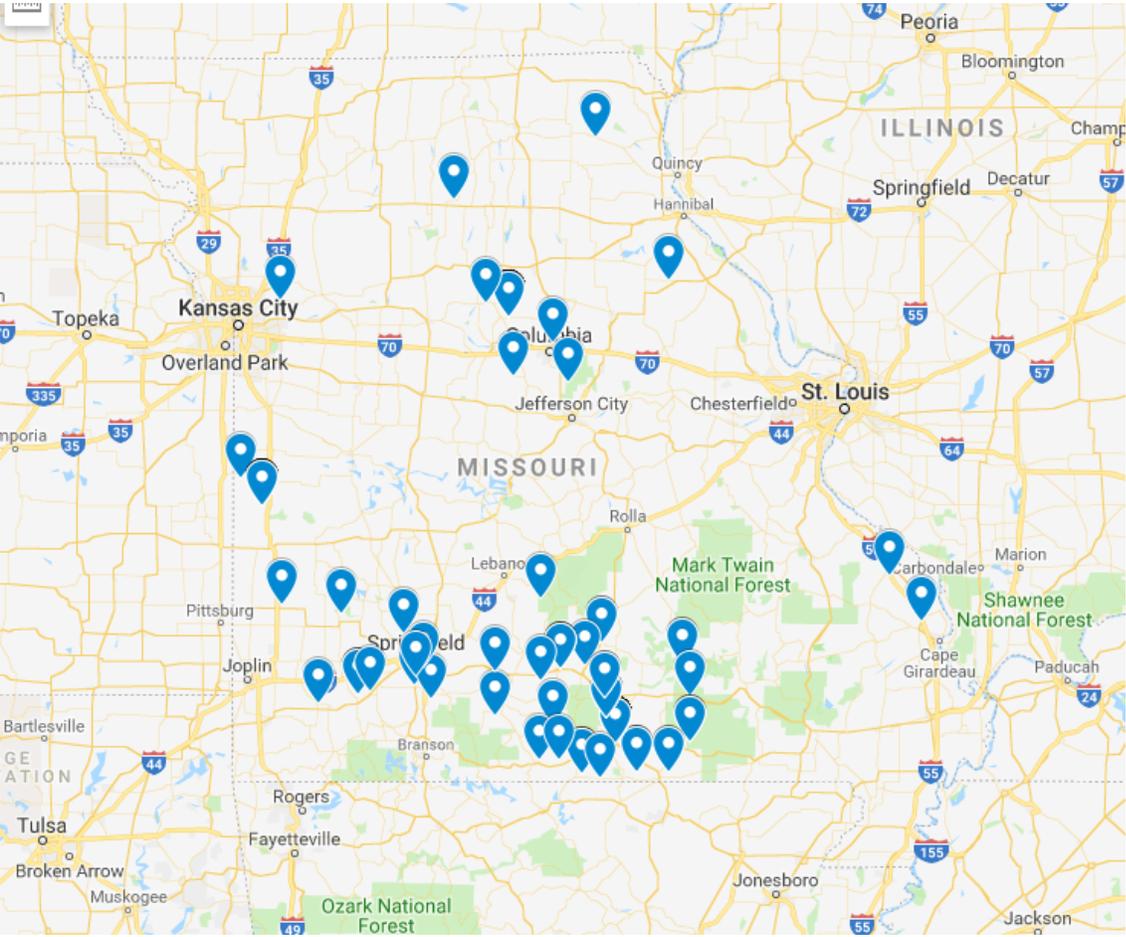
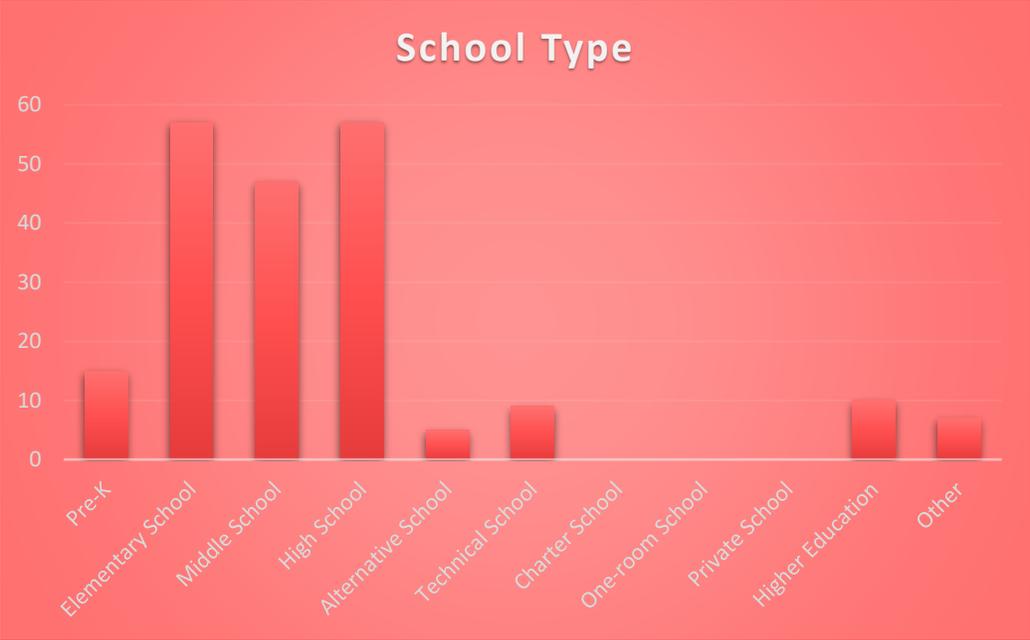
### Barriers for Recruitment/Retention



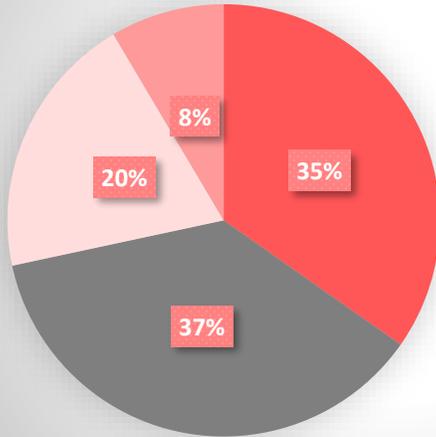
# Missouri

Total Submissions: 189



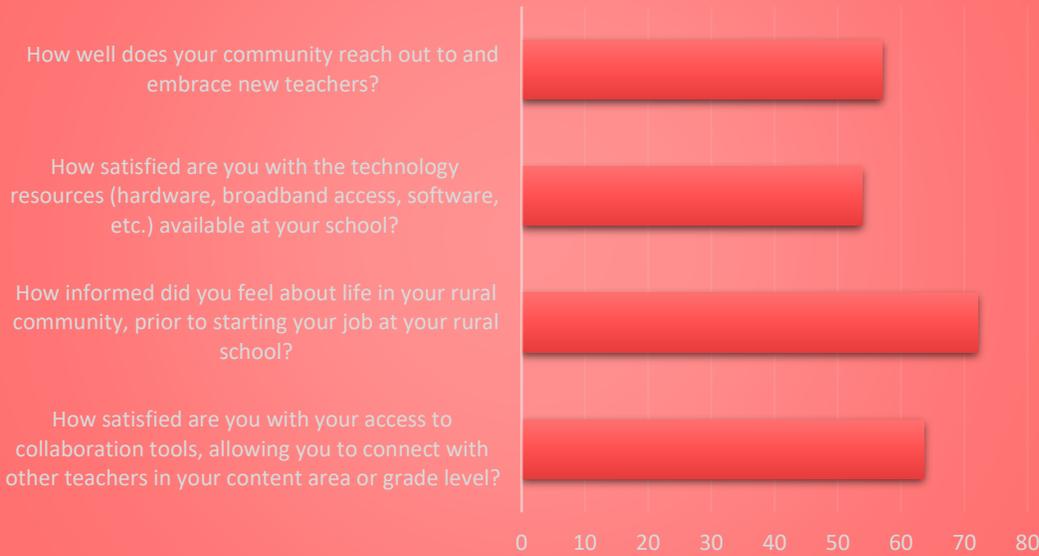


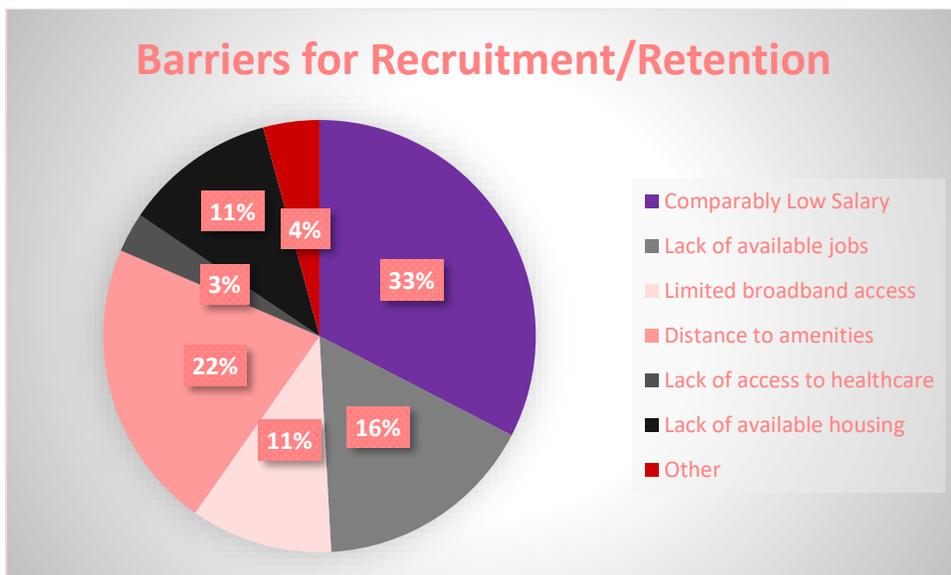
## Distance From Work



- In the same community where you went to school
- More than 30 miles from the community where you went to school
- Within 30 miles of the community where you went to school
- Other

## Average of Satisfaction Rankings





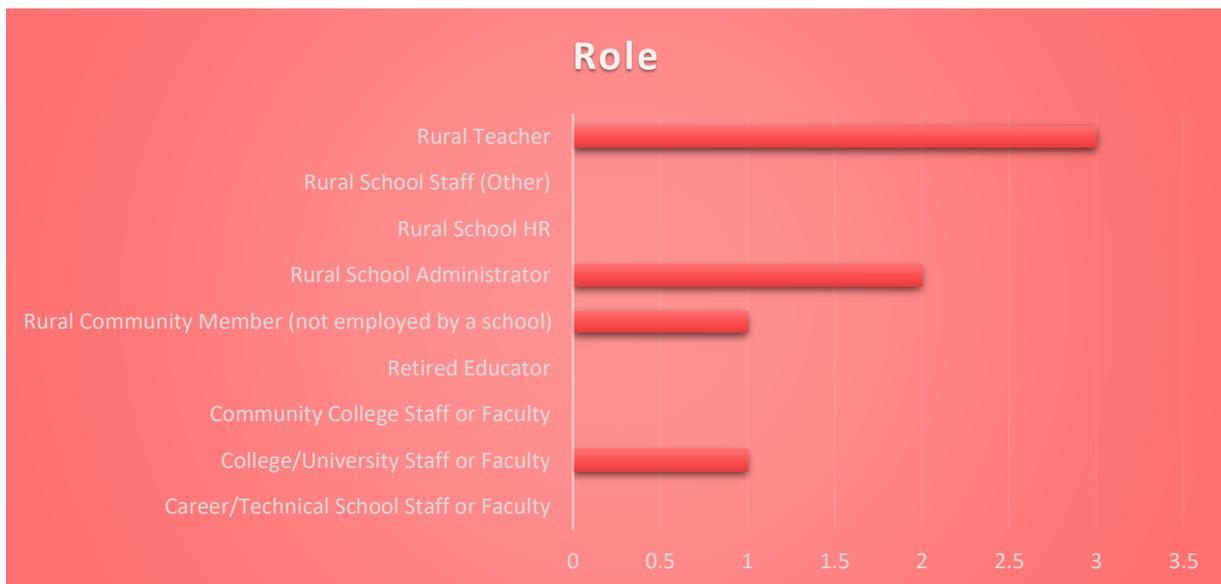
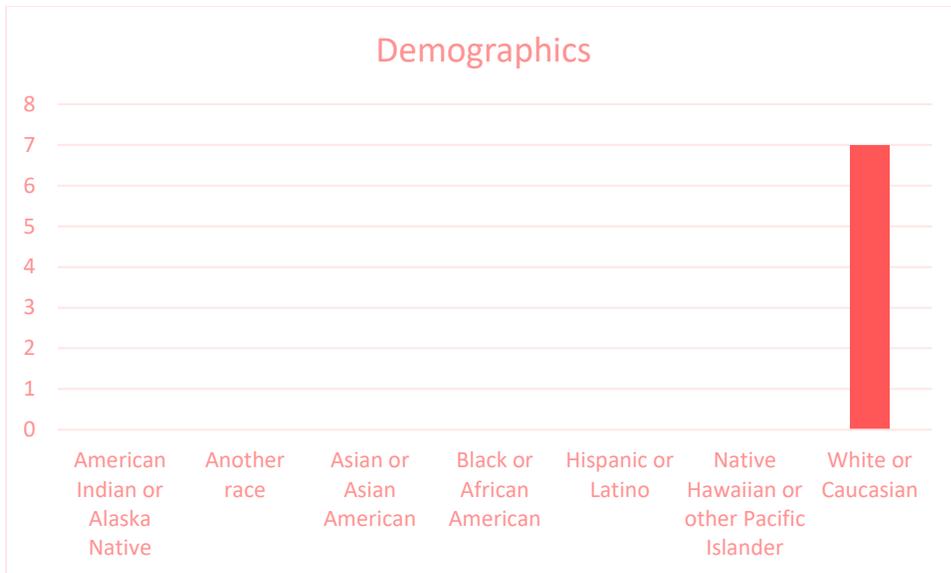
#### Additional Barriers

- poor financial standing of school district
- Lack of industry in town
- Teaching multiple grades at once
- poverty and its attendant consequences
- lack of social gathering events for younger teachers
- The level of poverty
- Lack of support from community
- Removed from most of the rest of the state (long travel to see family)
- Extremely long distance of 100 miles or more to do big town activities
- Dealing with a lack of community jobs..manufacturing plants in particular..higher paying jobs plus the issue of poverty as well.

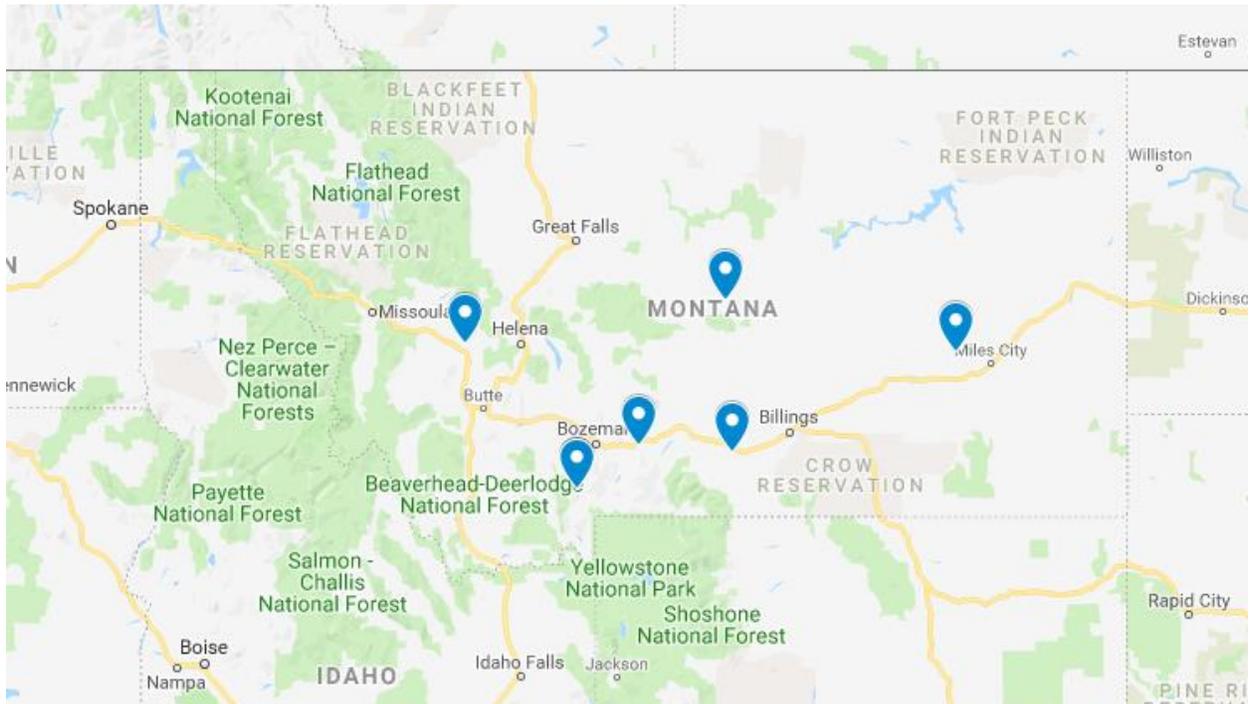
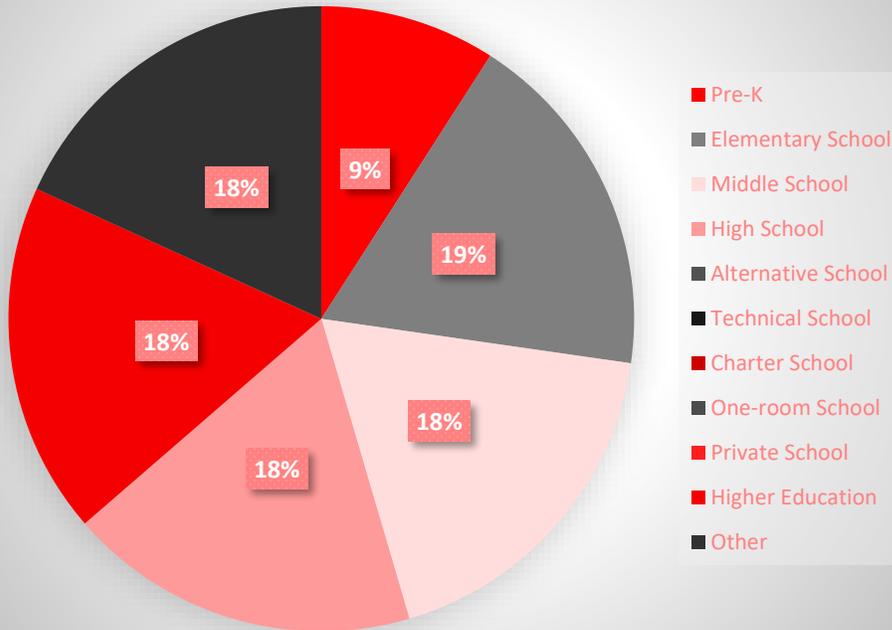
- Administration
- Lack of awareness. I am not from the area and never knew West Plains existed.
- Hard to attract young professionals because there are few social groups for them
- Lack of prestige and acclaim from teaching in rural areas
- We attract many people, however their partners typically aren't satisfied
- willingness to work
- Unsupportive parents

## Montana

Total Submissions: 7



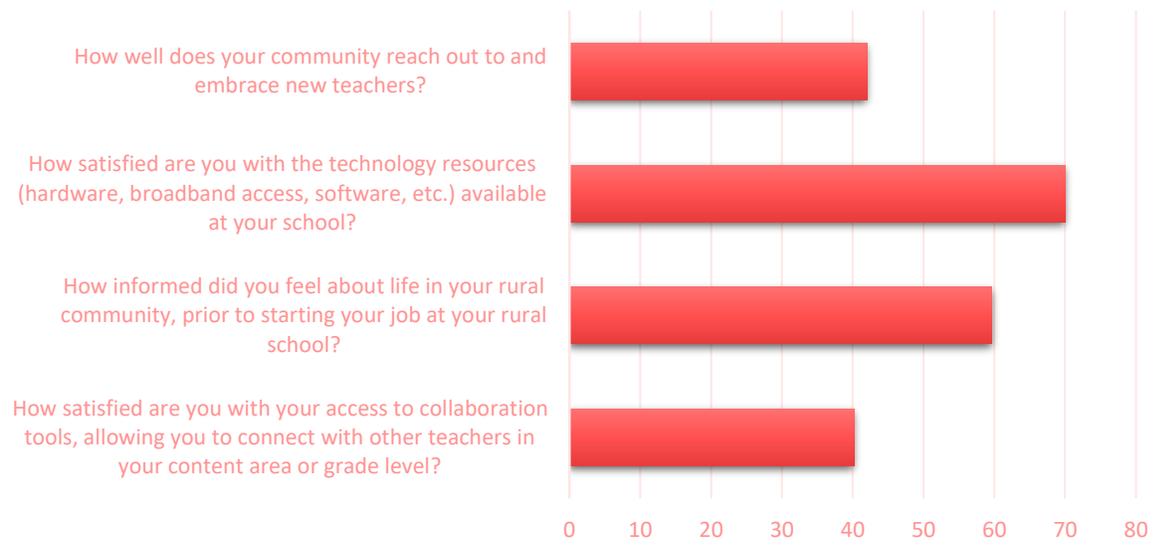
## School Type



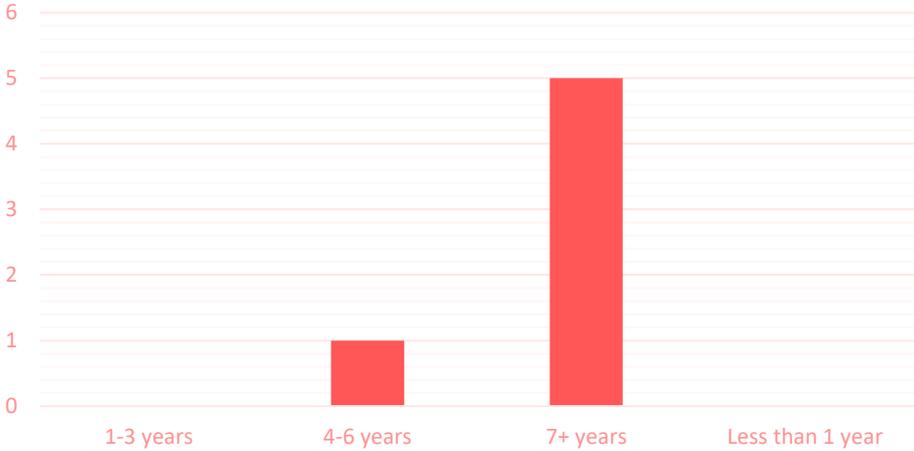
## Distance From Work



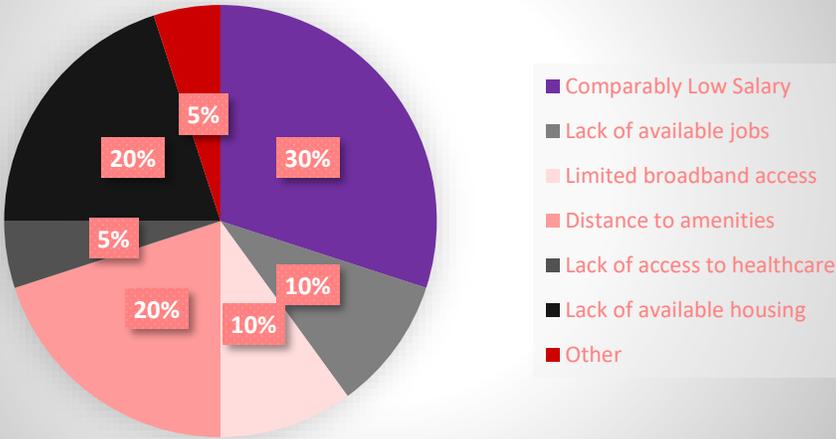
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention

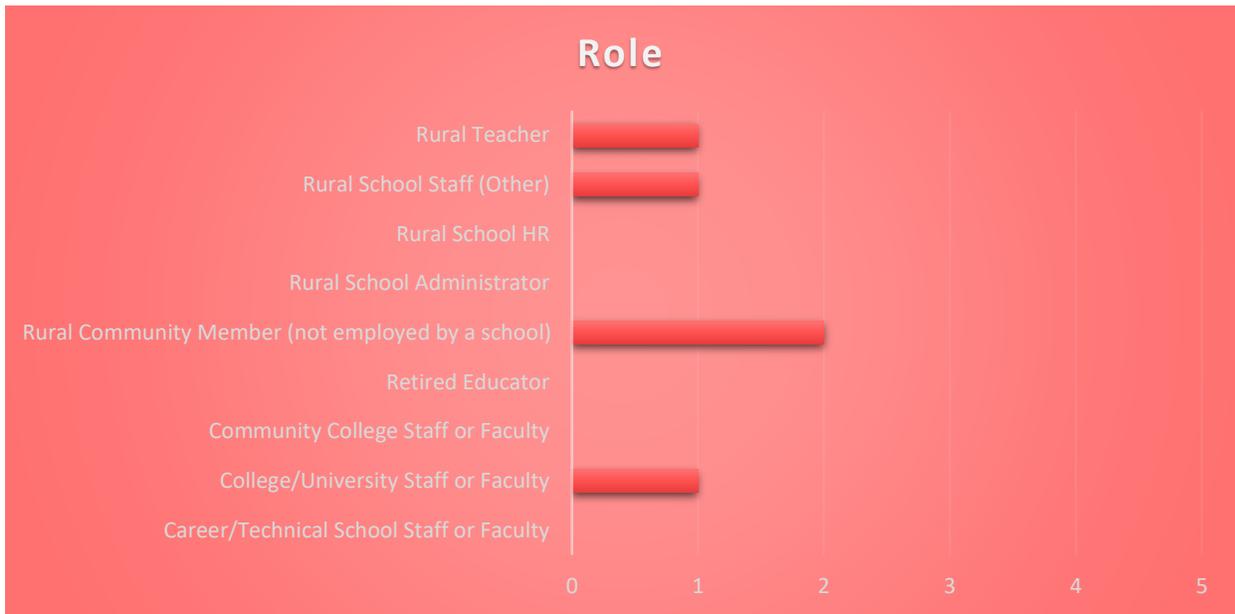
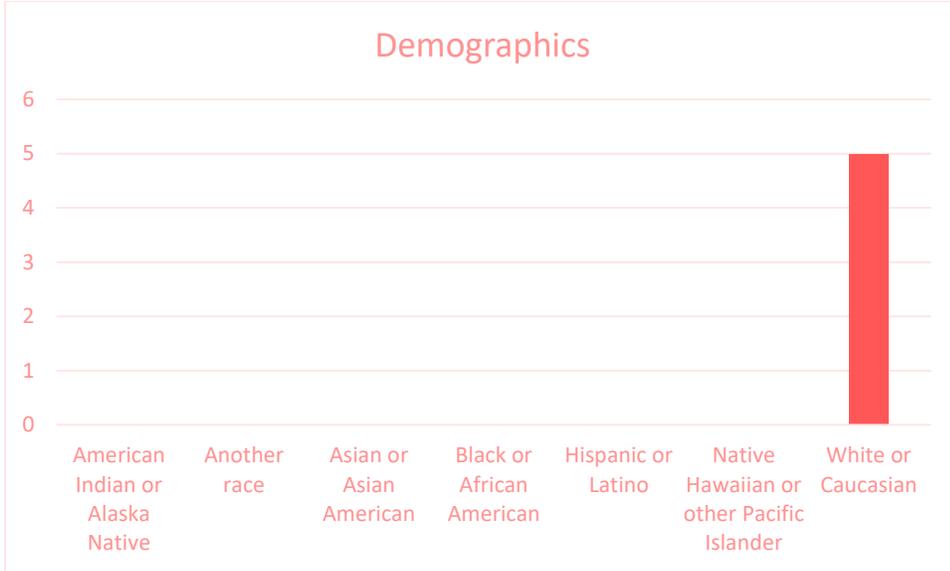


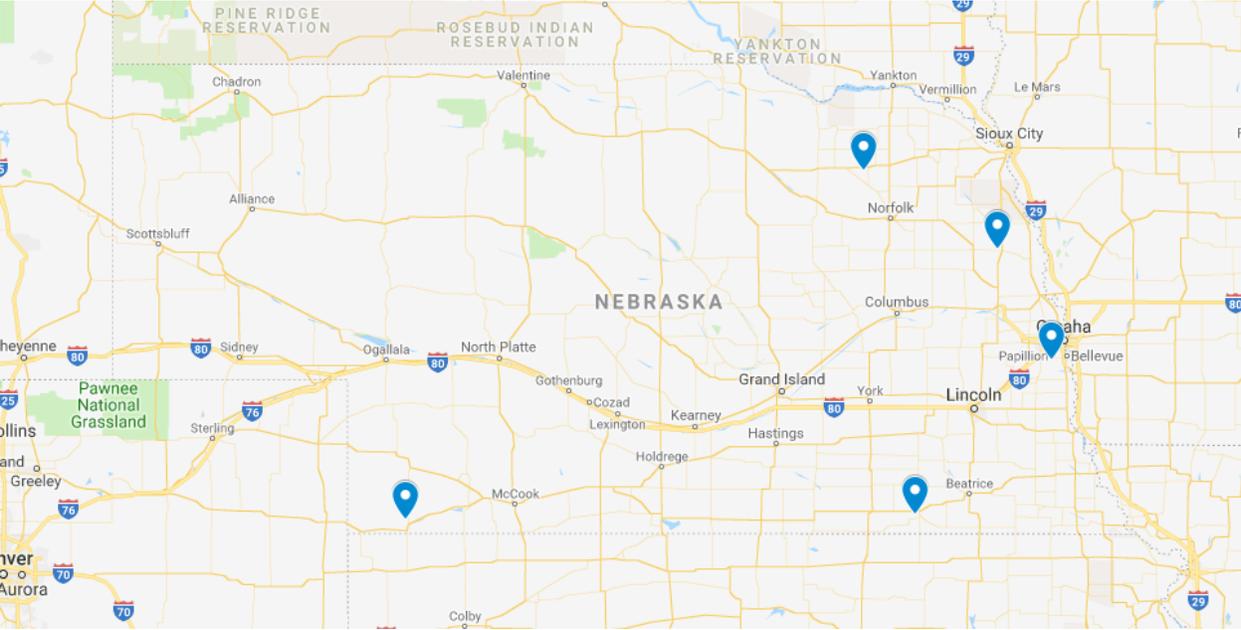
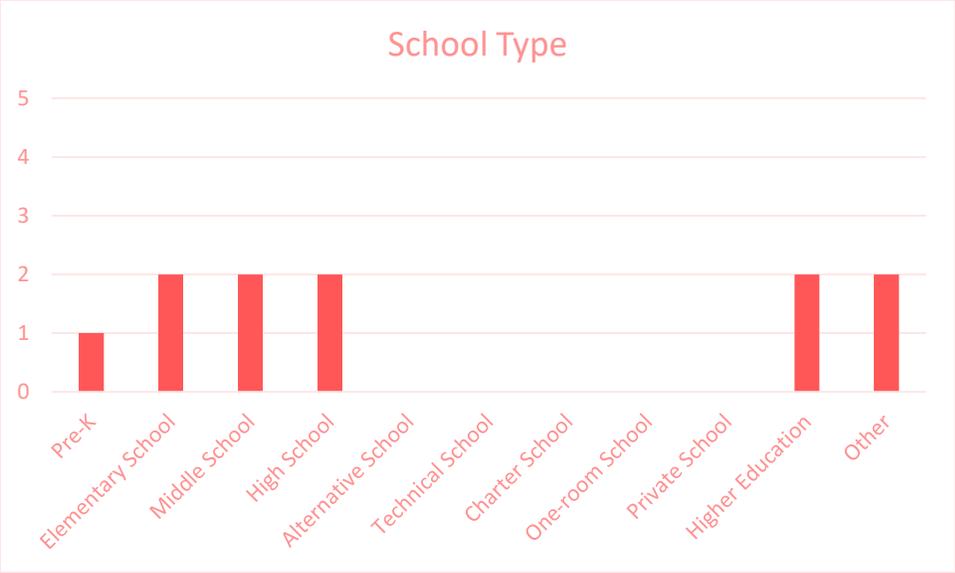
Additional Barriers:

- Poor School Board Leadership

# Nebraska

Total Submissions: 5

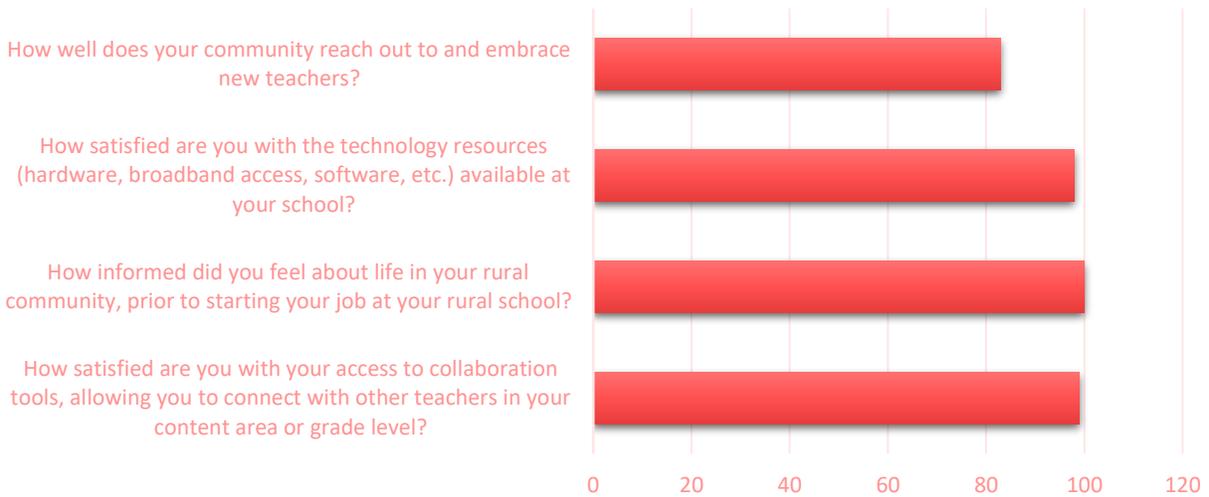




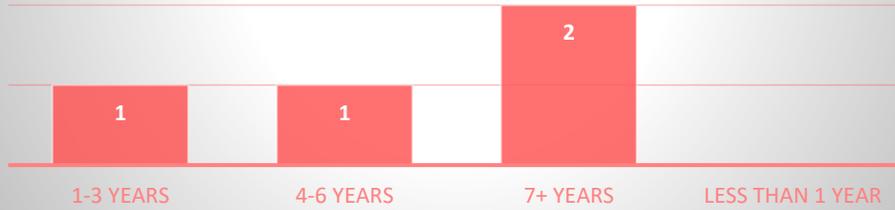
## Distance From Work



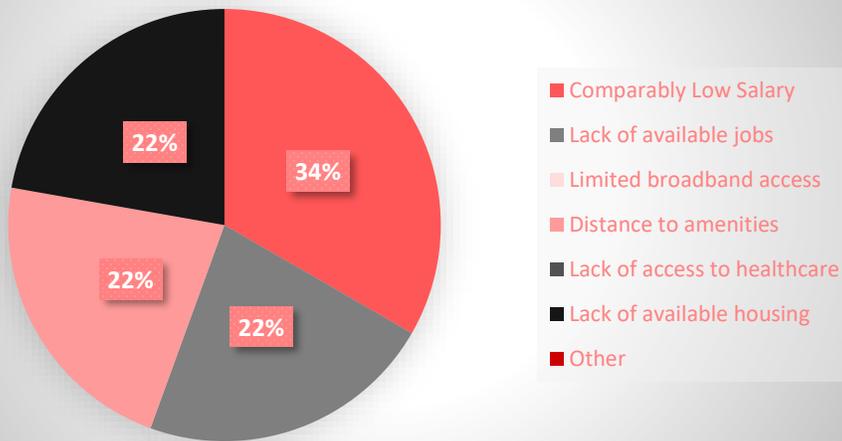
## Average of Satisfaction Rankings



## Time Lived in Community

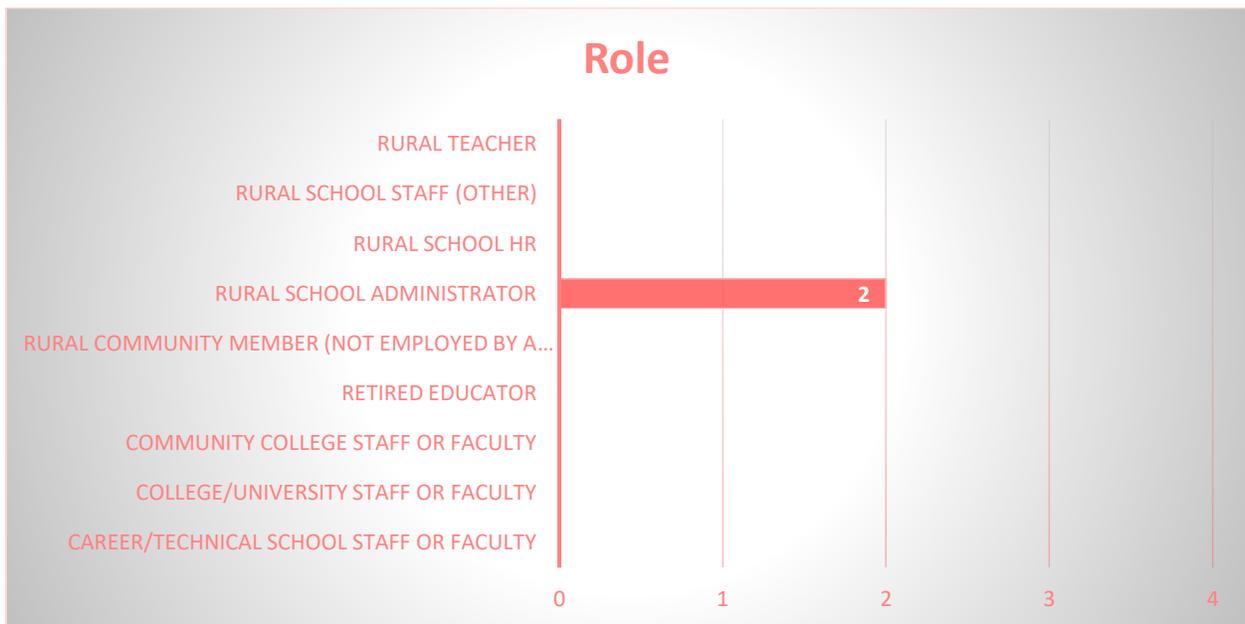
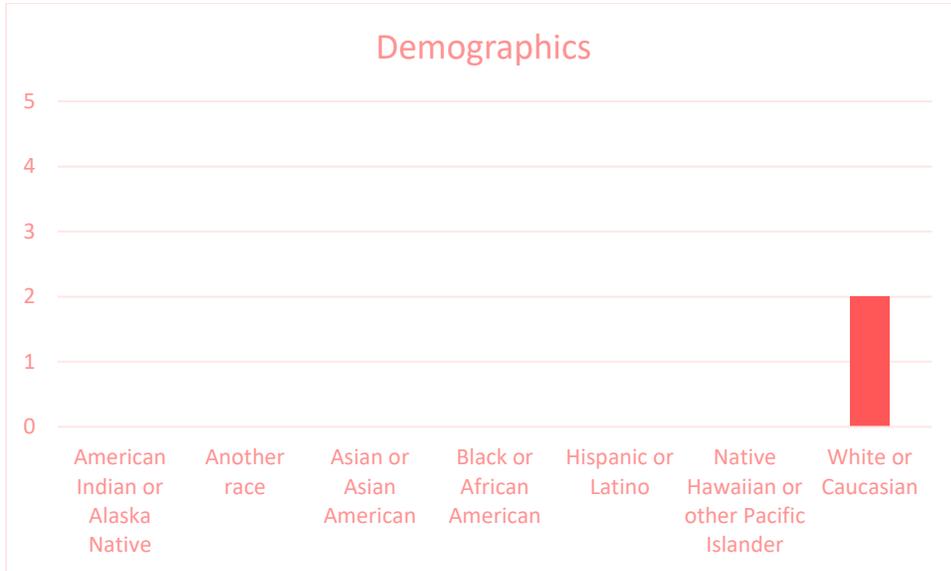


## Barriers for Recruitment/Retention

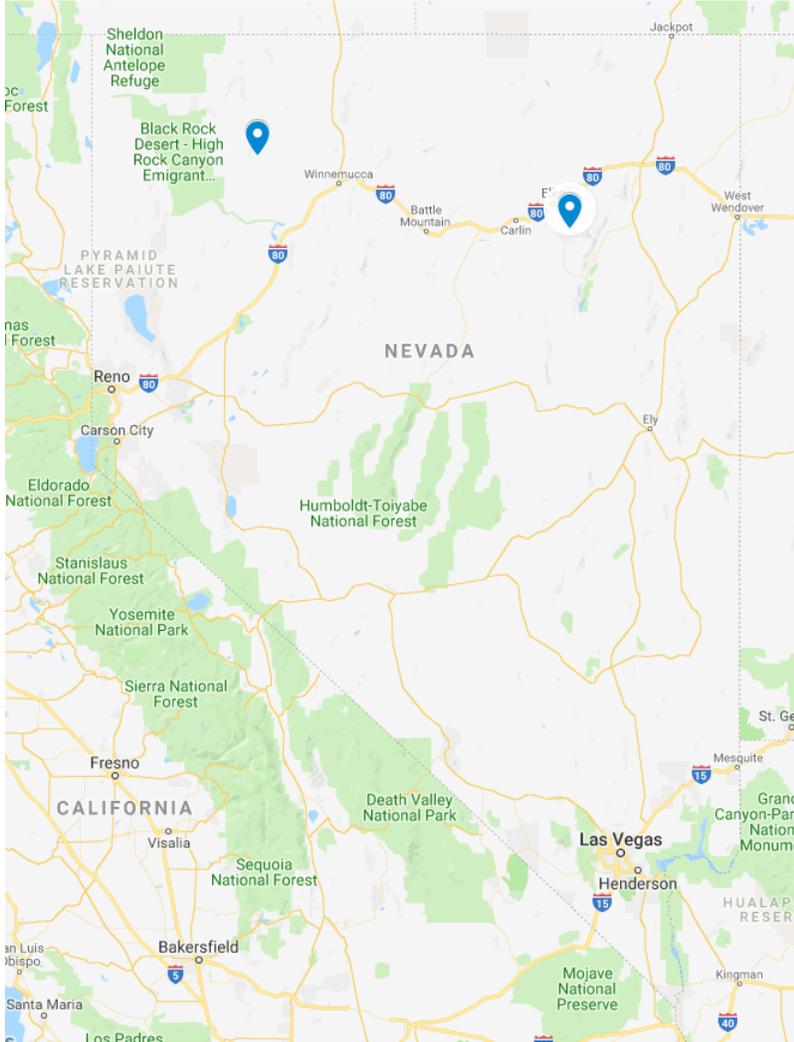


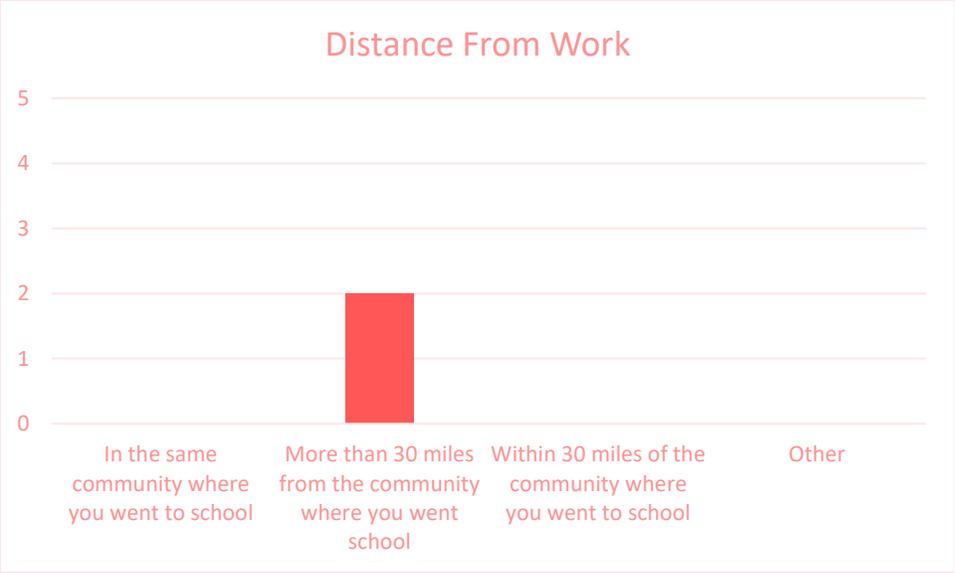
# Nevada

Total Submissions: 2

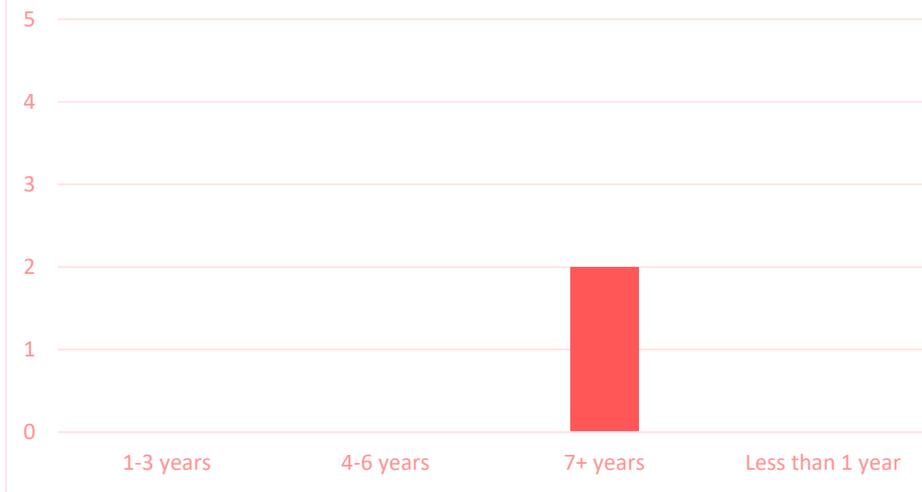


## School Type

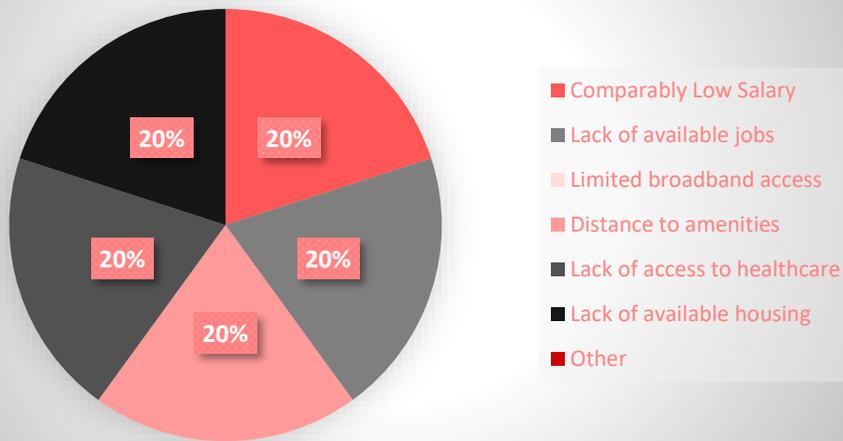




## Time Lived in Community

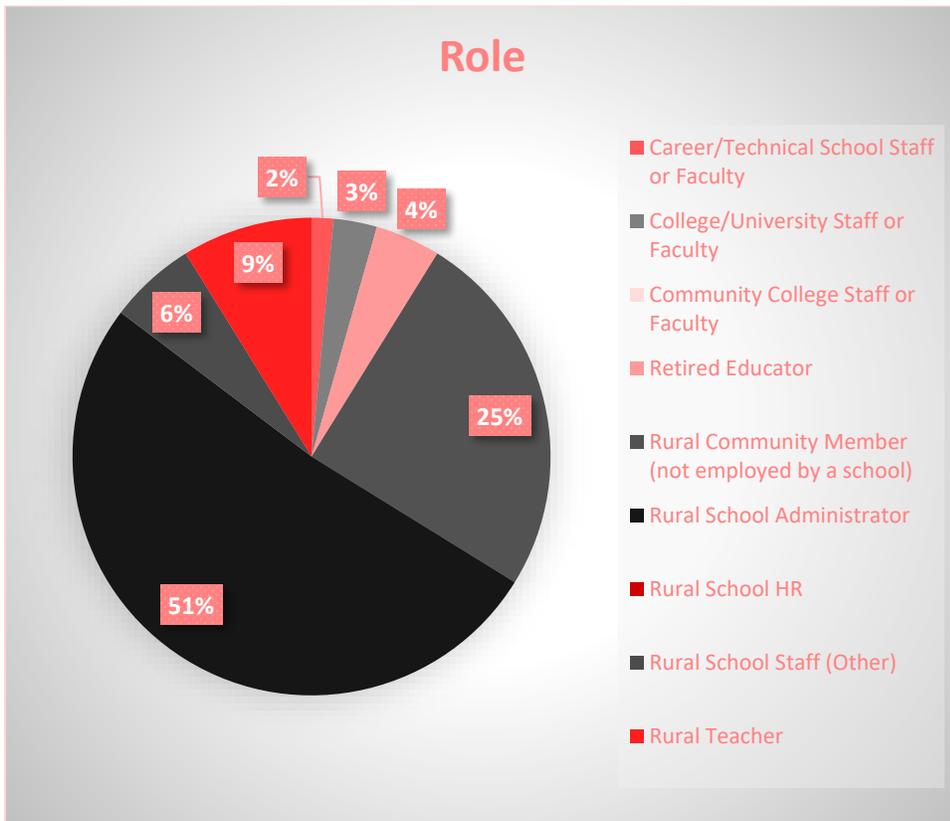
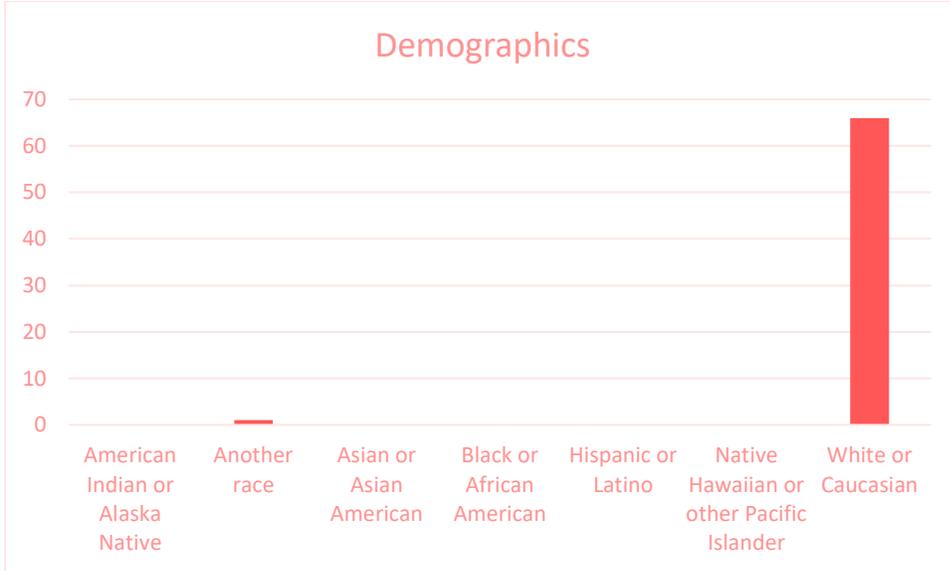


## Barriers for Recruitment/Retention

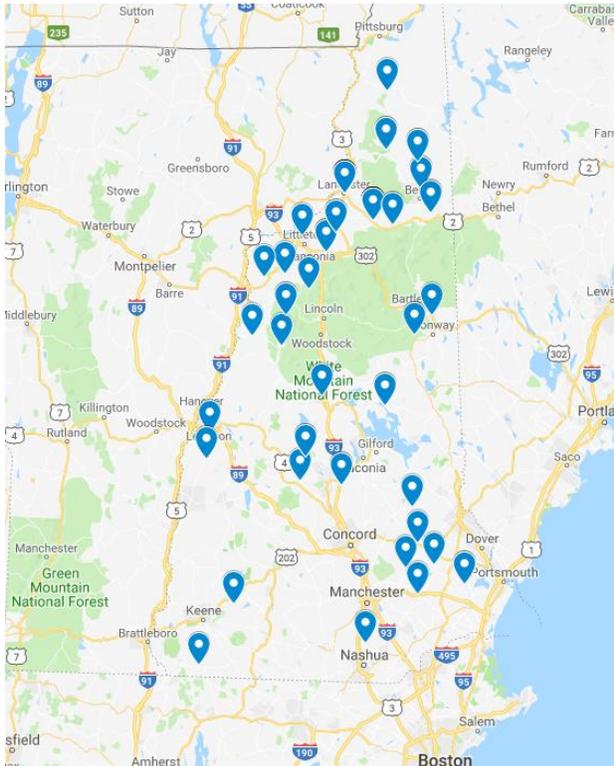
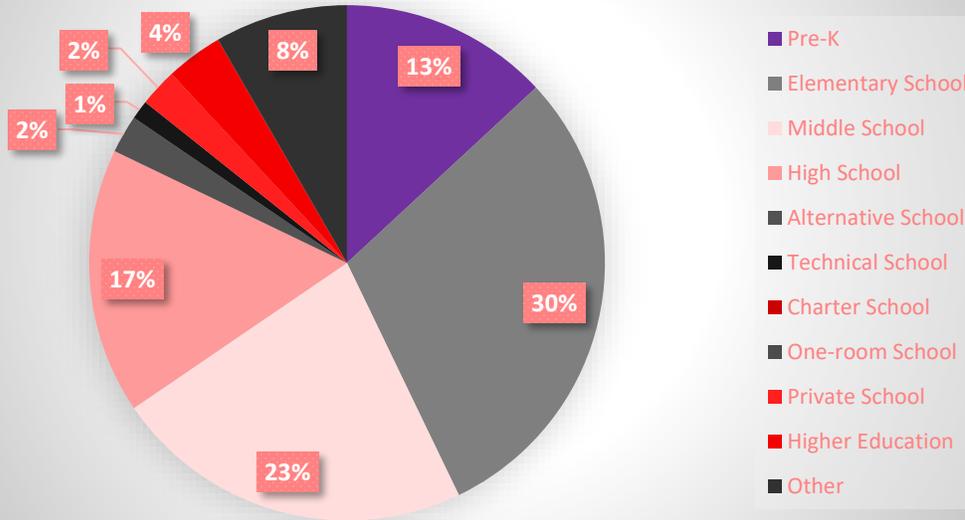


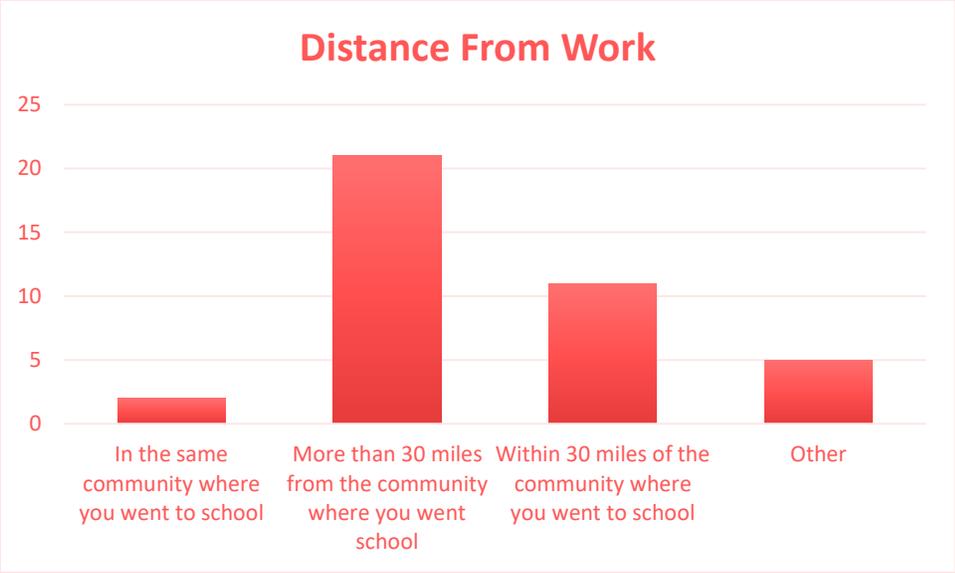
# New Hampshire

Total Submissions: 68

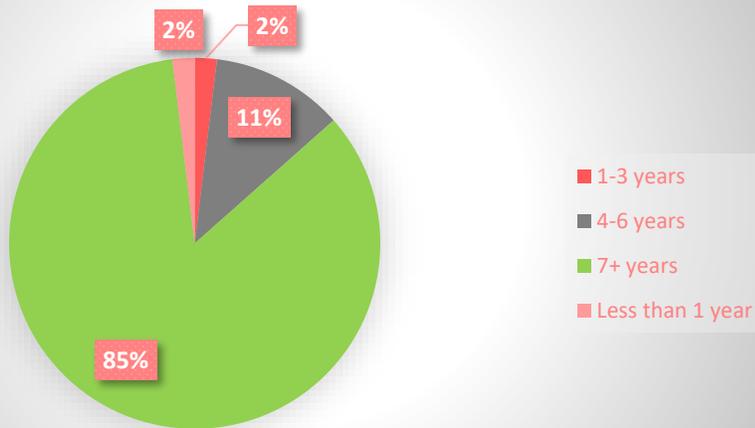


## School Type

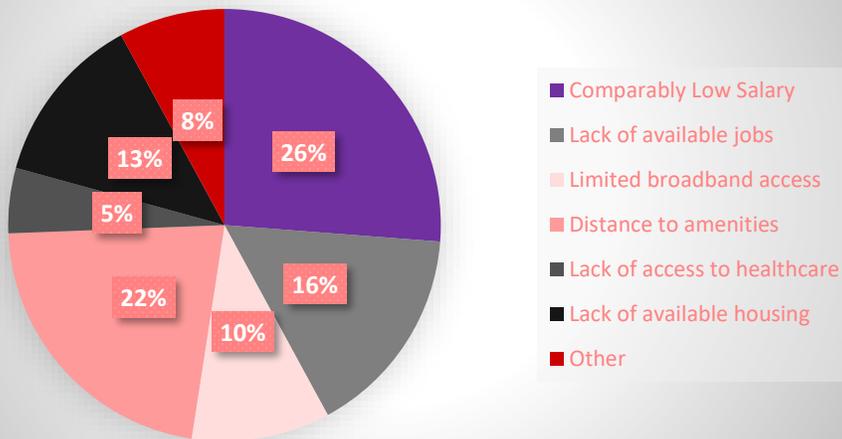




## Time Lived in Community



## Barrier for Recruitment/Retention



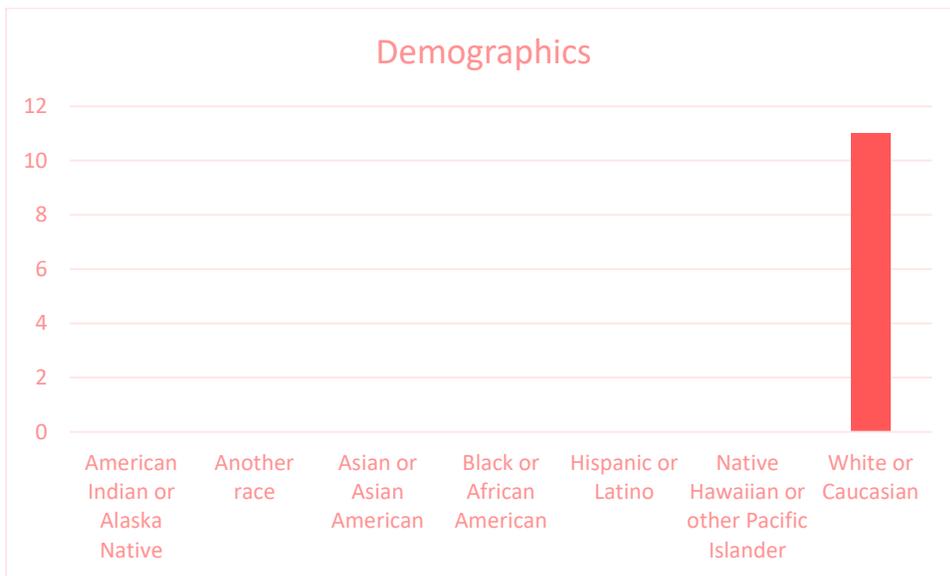
### Additional Barriers:

- Disproportionately high numbers of children needing services, with a concurrent paucity of resources to provide said services
- Our teachers didn't have a contract for a couple years and our teacher salaries are low
- Jobs for spouses of teachers
- Retired
- High property taxes, lack of professional employment outside of education or health care
- Higher paying districts not far away and undervalued paraeducators/staff leave for better districts
- lack of social engagement for single people

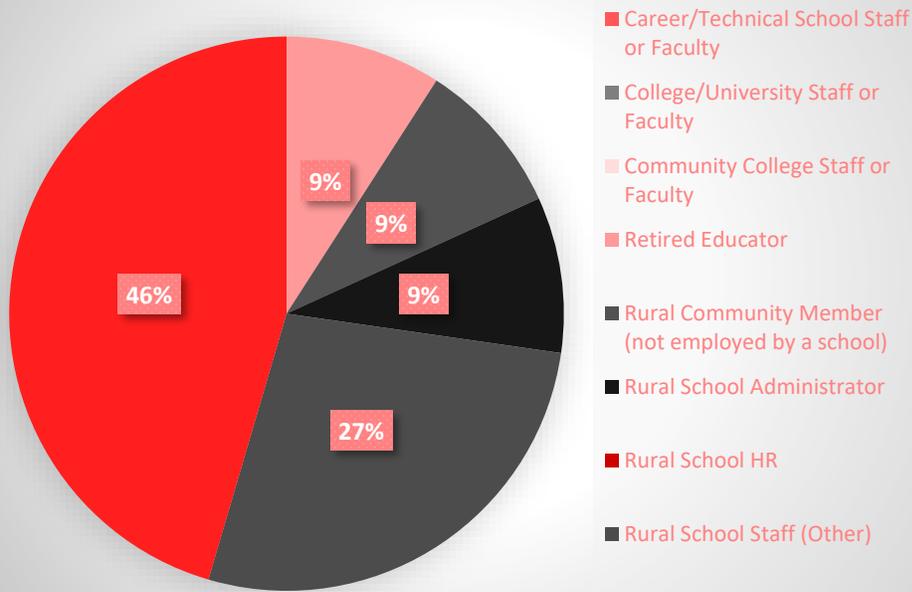
- Reputation (hicks) .... it's not that amenities are distant, folk just need to get used to not having a strip mall on every corner
- Limited and incomplete communications
- Family attitudes about the importance of schooling.
- Distance to social venues
- Too many hats to wear with limited staff. More resources and personnel in larger districts.
- Lack of social networks and entertainment for young teachers

New York

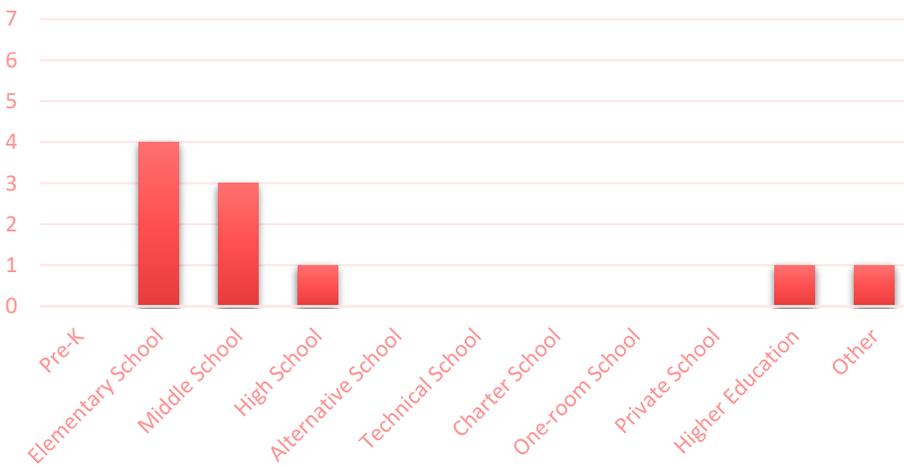
Total Submissions: 11

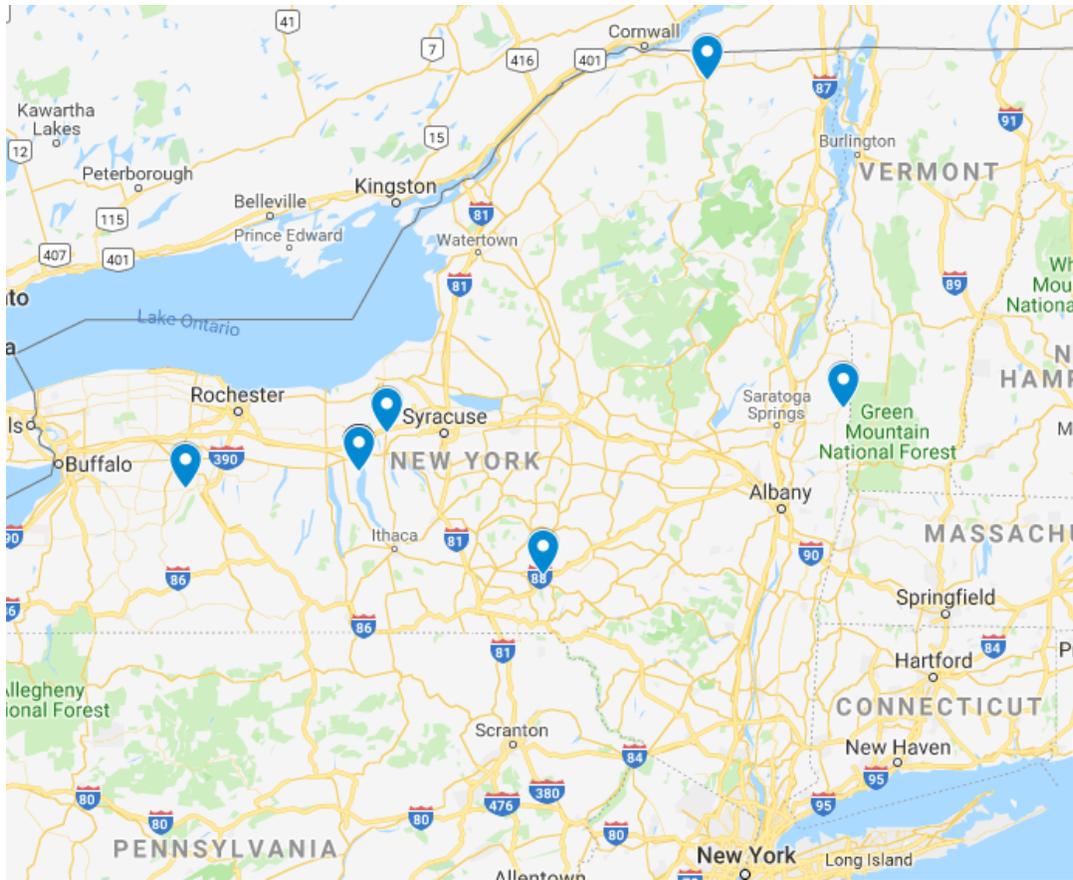


## Role

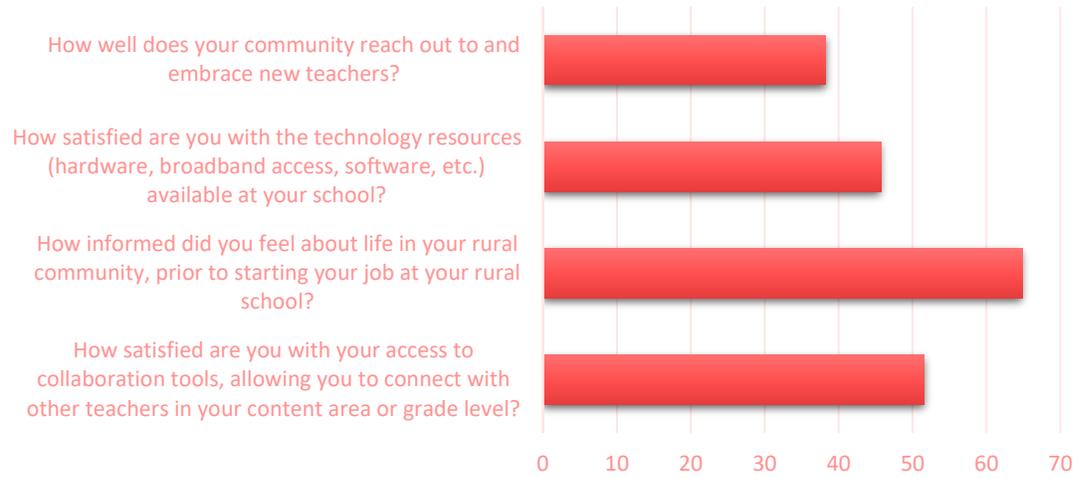


## School Type



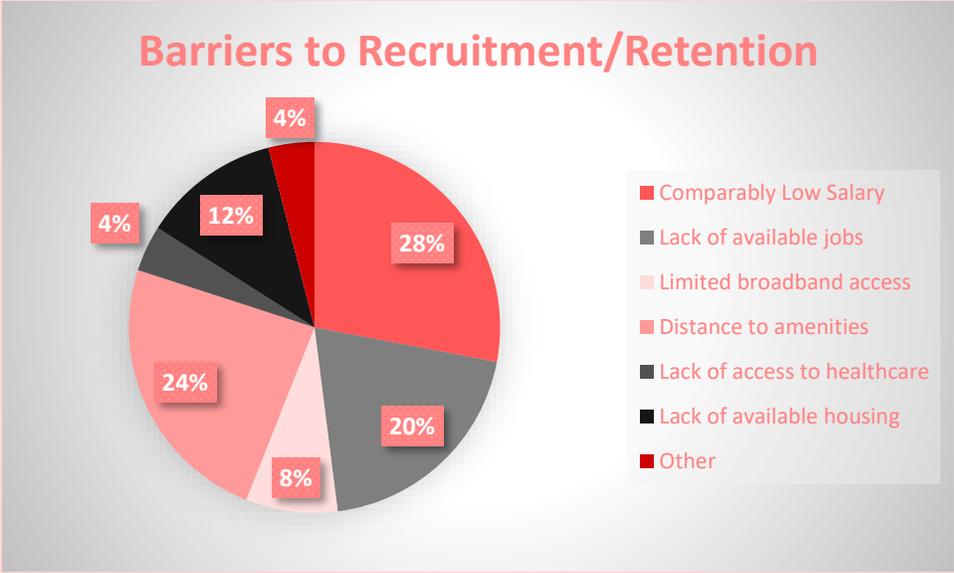


## Average of Satisfaction Rankings



## Time Lived in Community



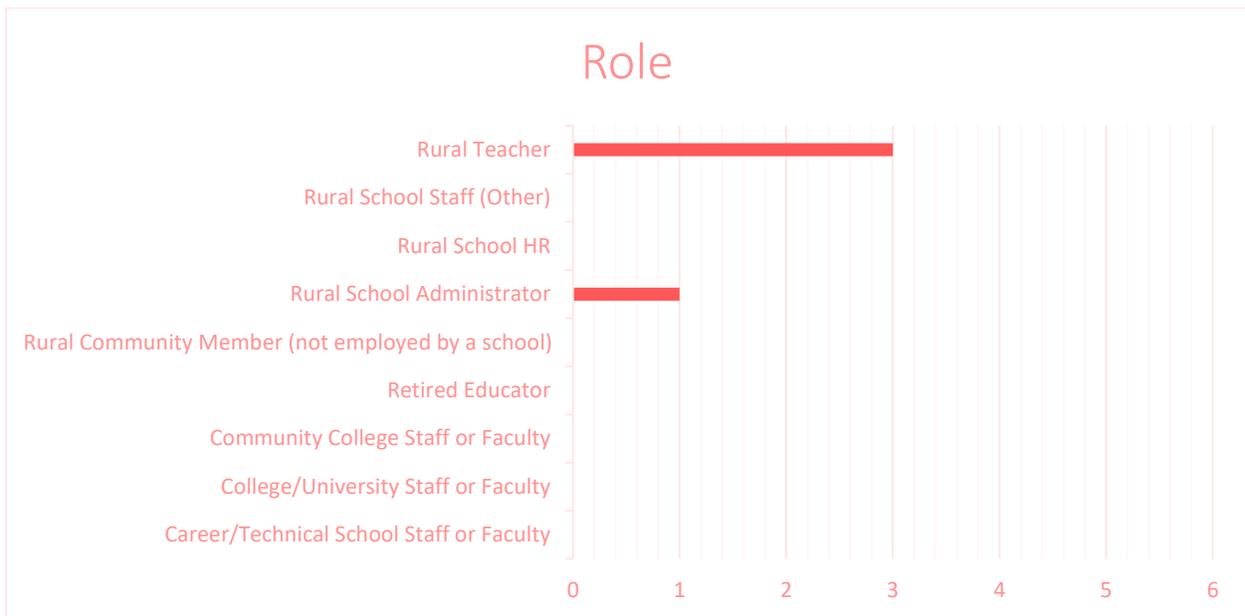
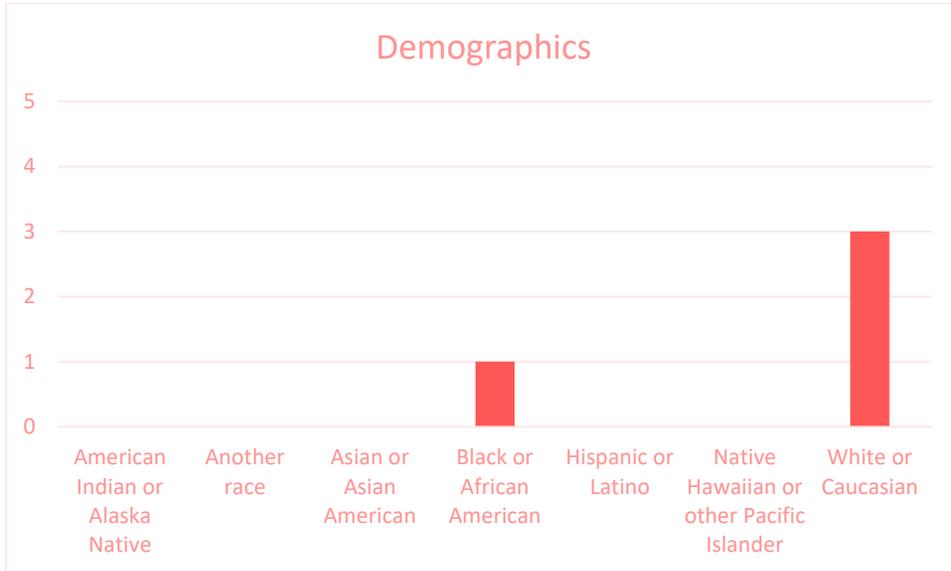


Additional Barriers:

- lack of local grocery store, no local newspaper, no local news coverage

## North Carolina

Total Submissions: 4



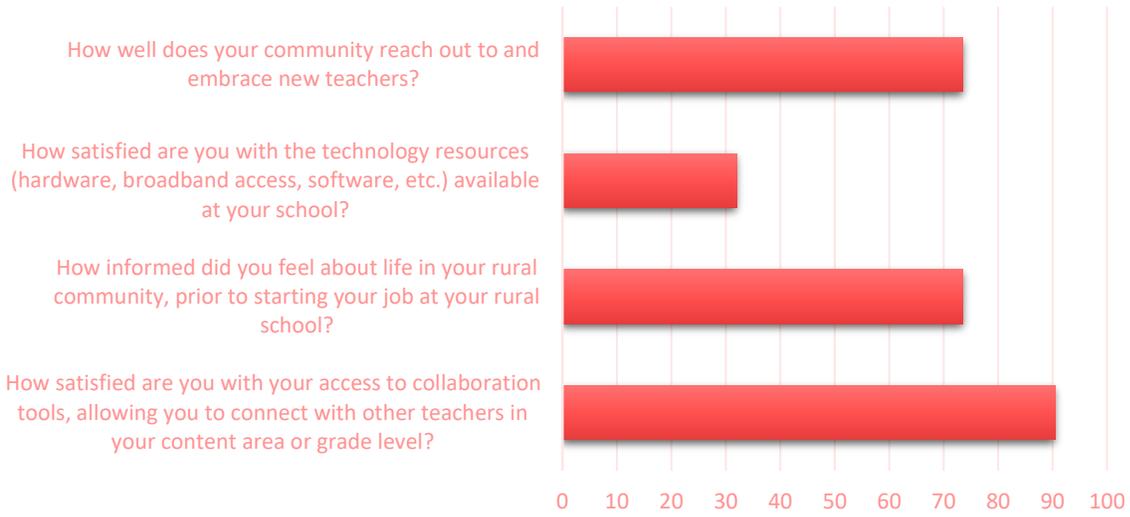
## School Type



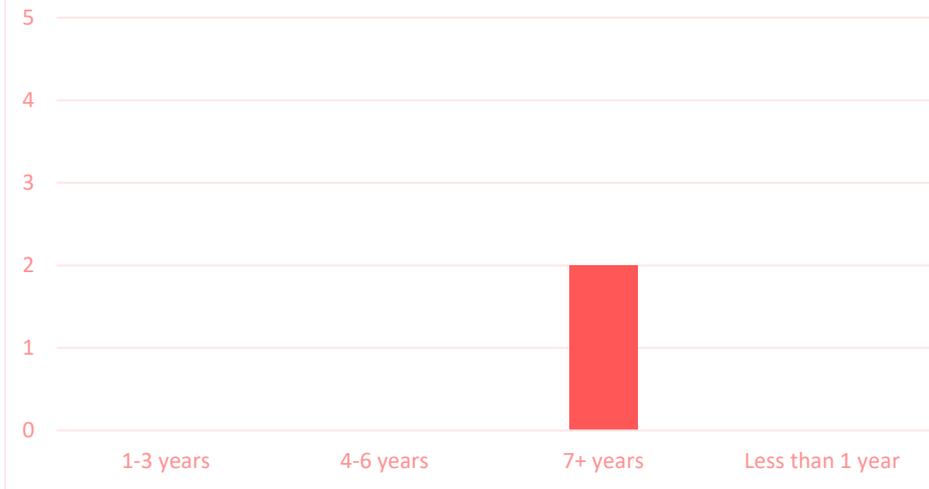
## Distance From Work



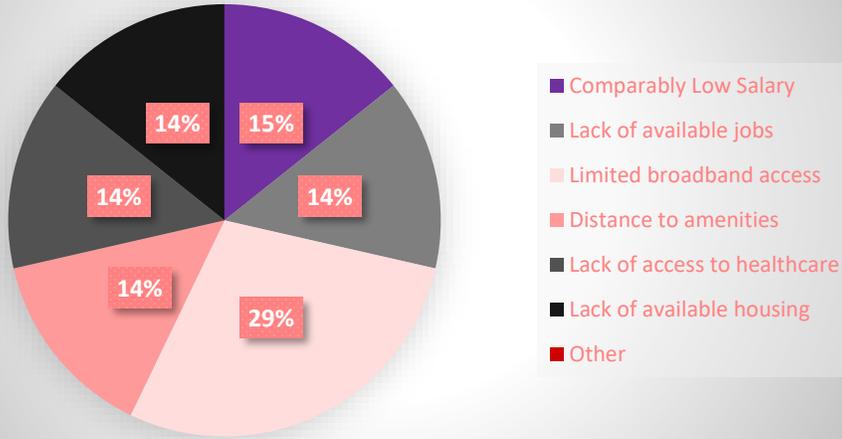
## Average of Satisfaction Rankings



## Time Lived in Community

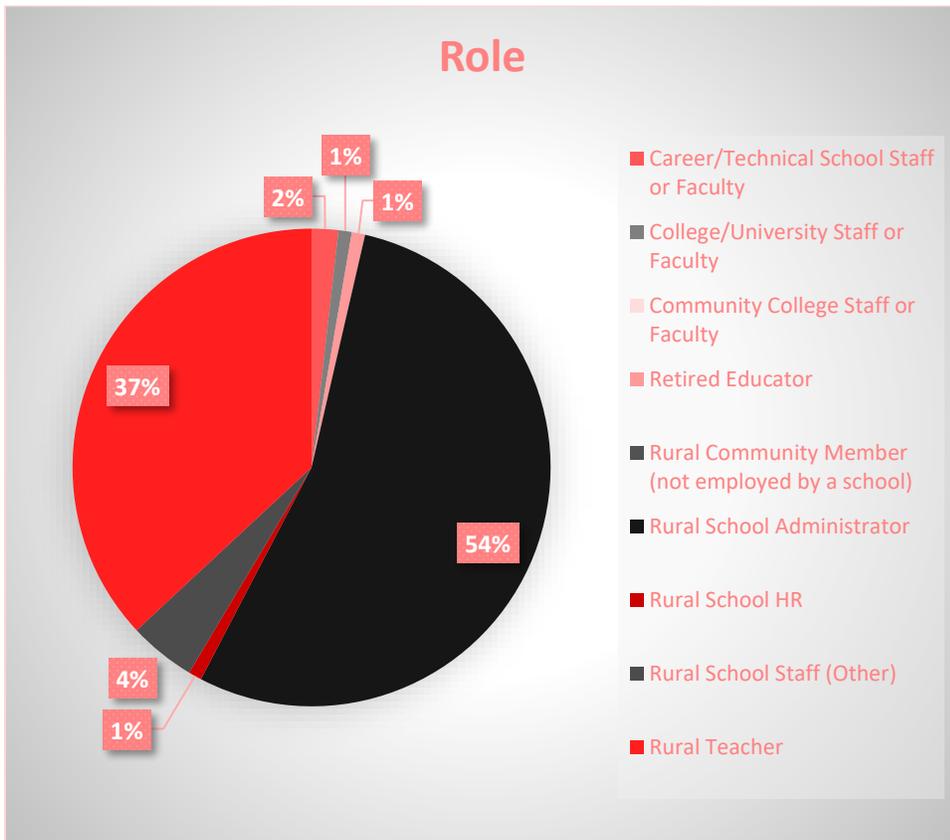
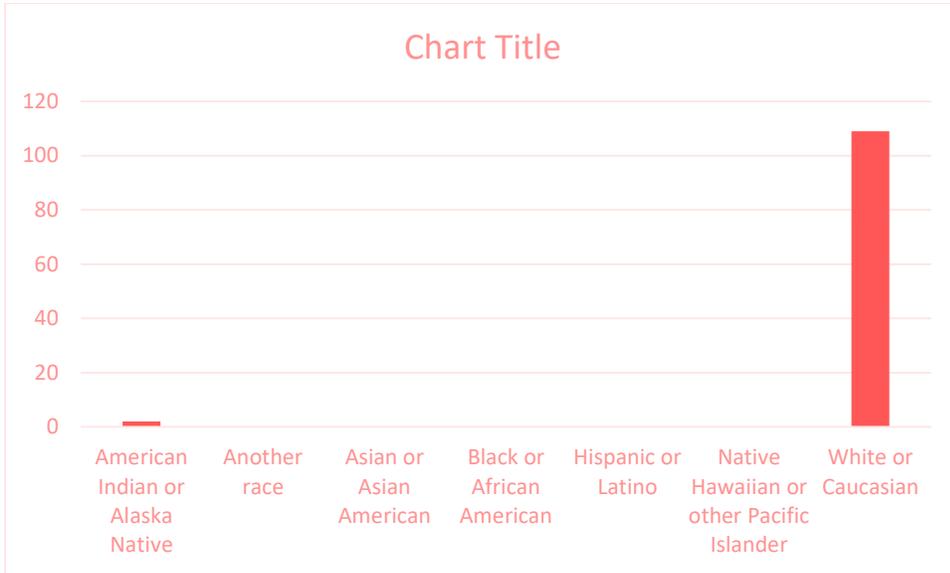


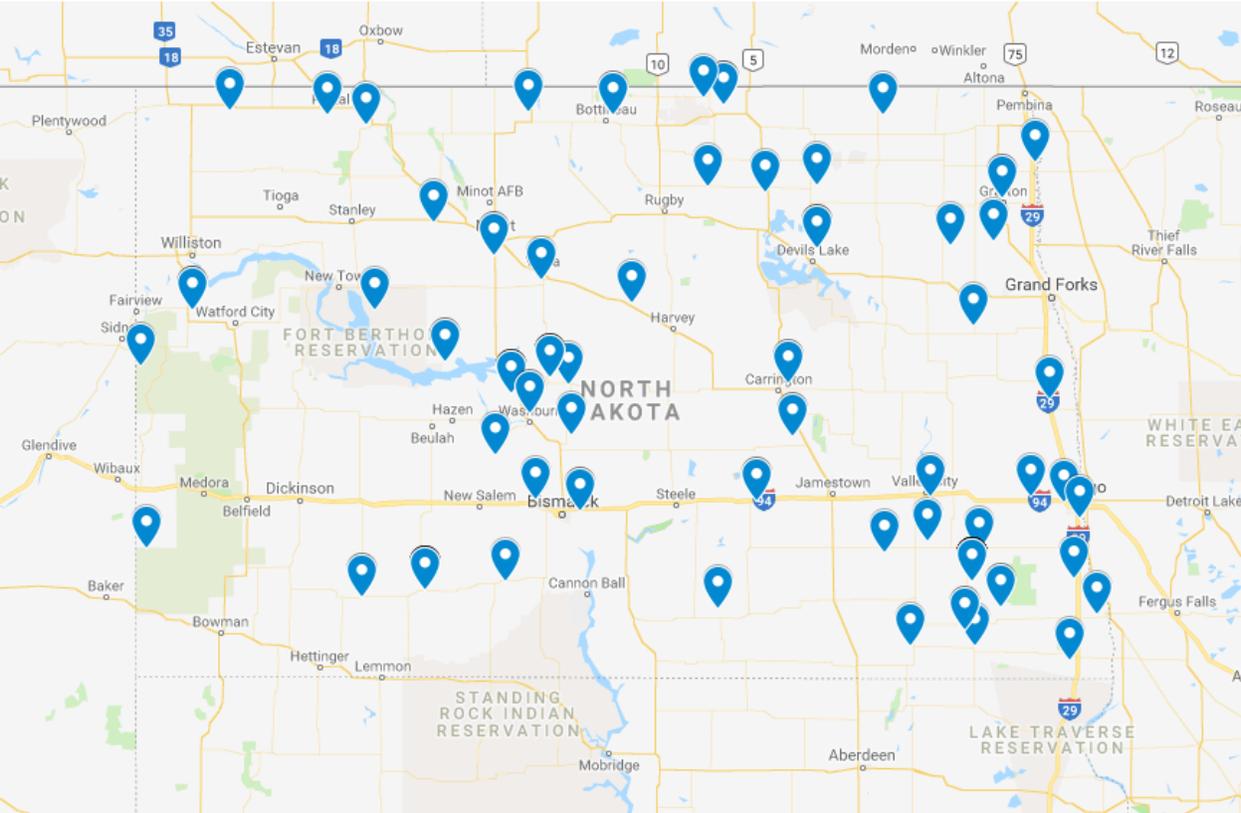
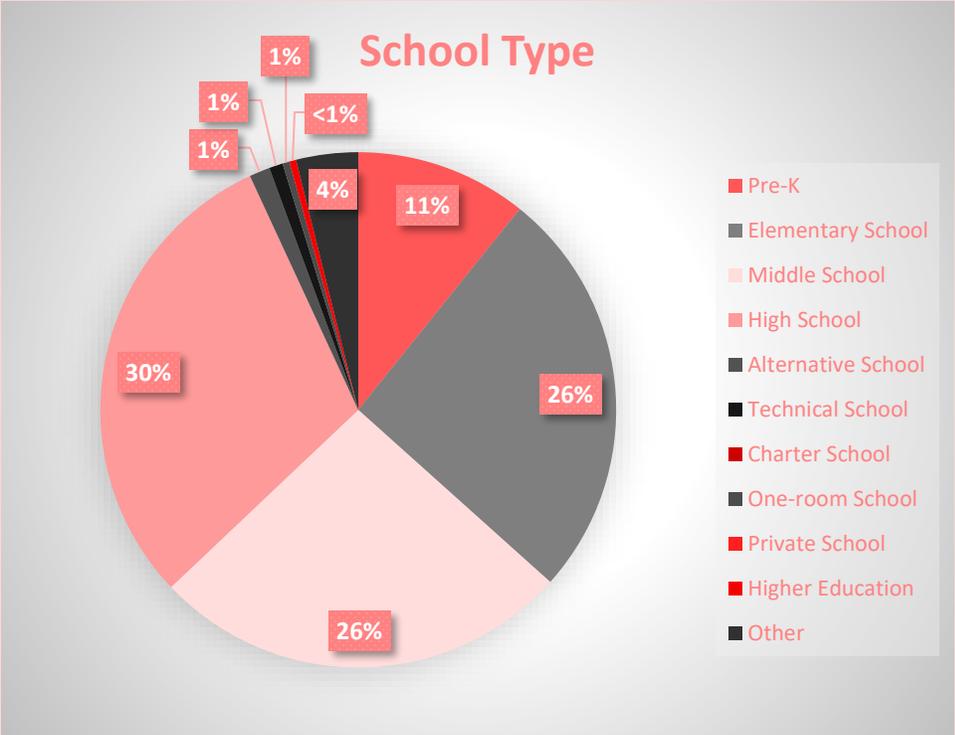
## Barriers for Recruitment/Retention



# North Dakota

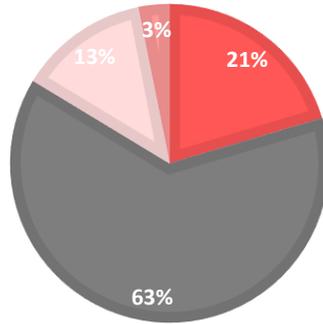
Total Submissions: 111



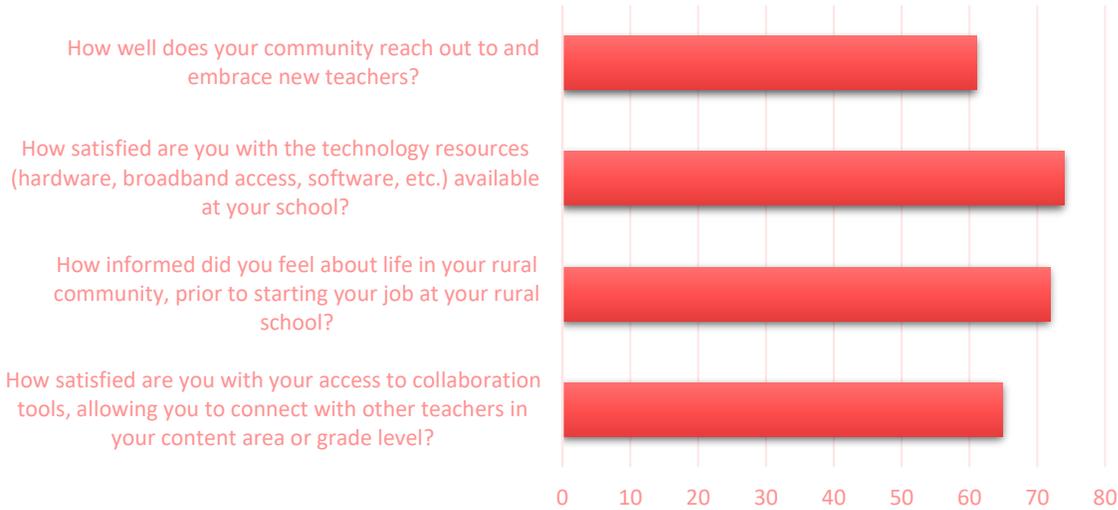


## DISTANCE FROM WORK

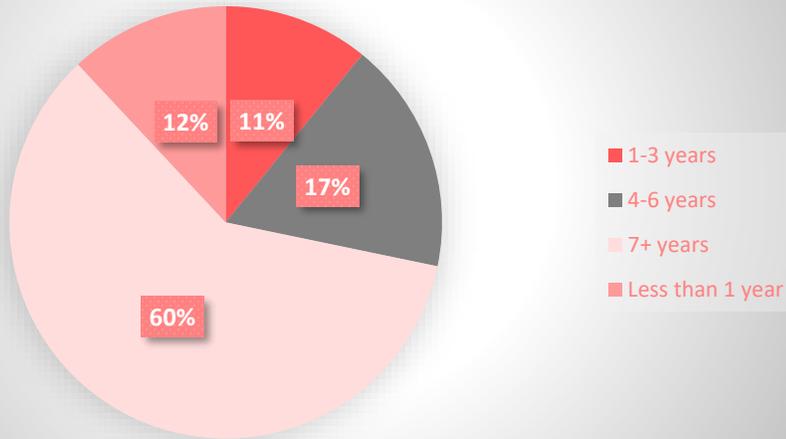
- In the same community where you went to school
- More than 30 miles from the community where you went school
- Within 30 miles of the community where you went to school
- Other



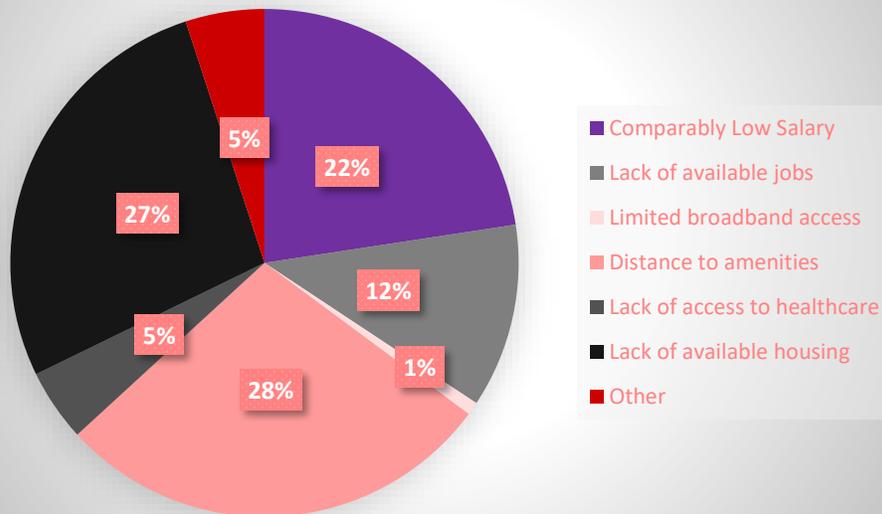
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention



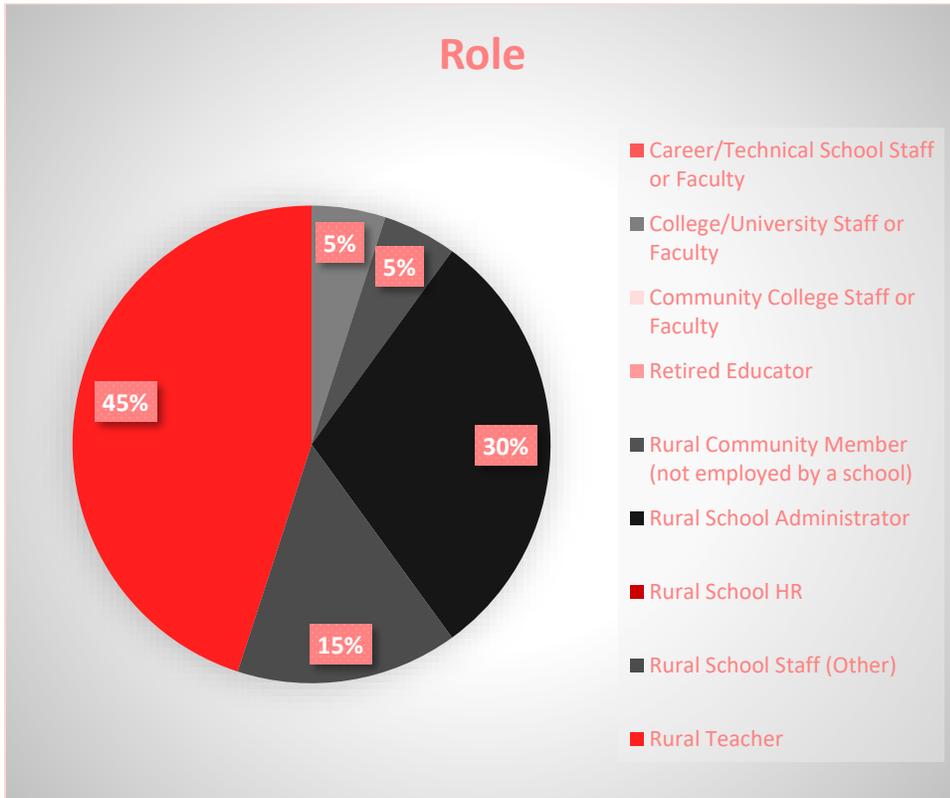
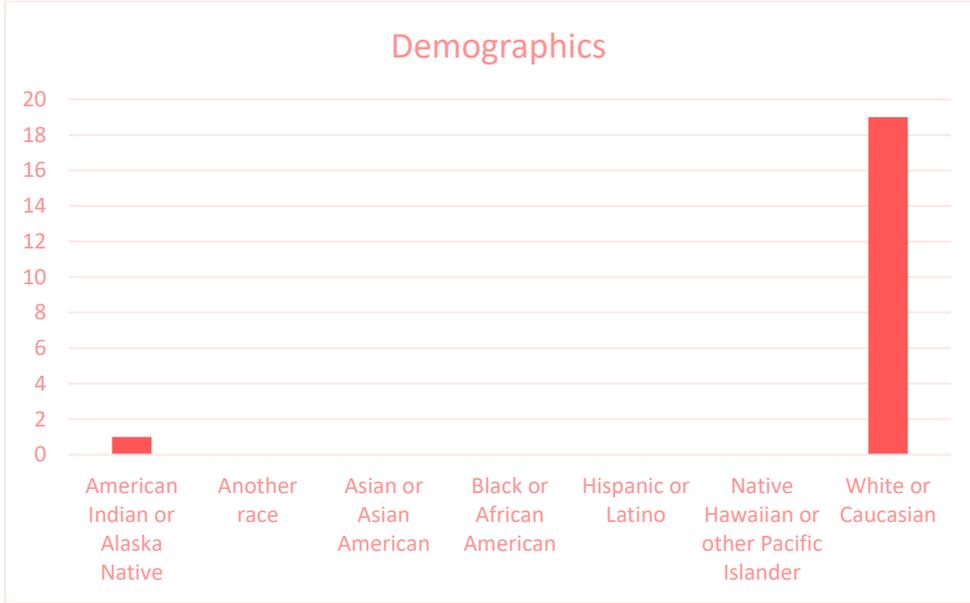
### Additional Barriers:

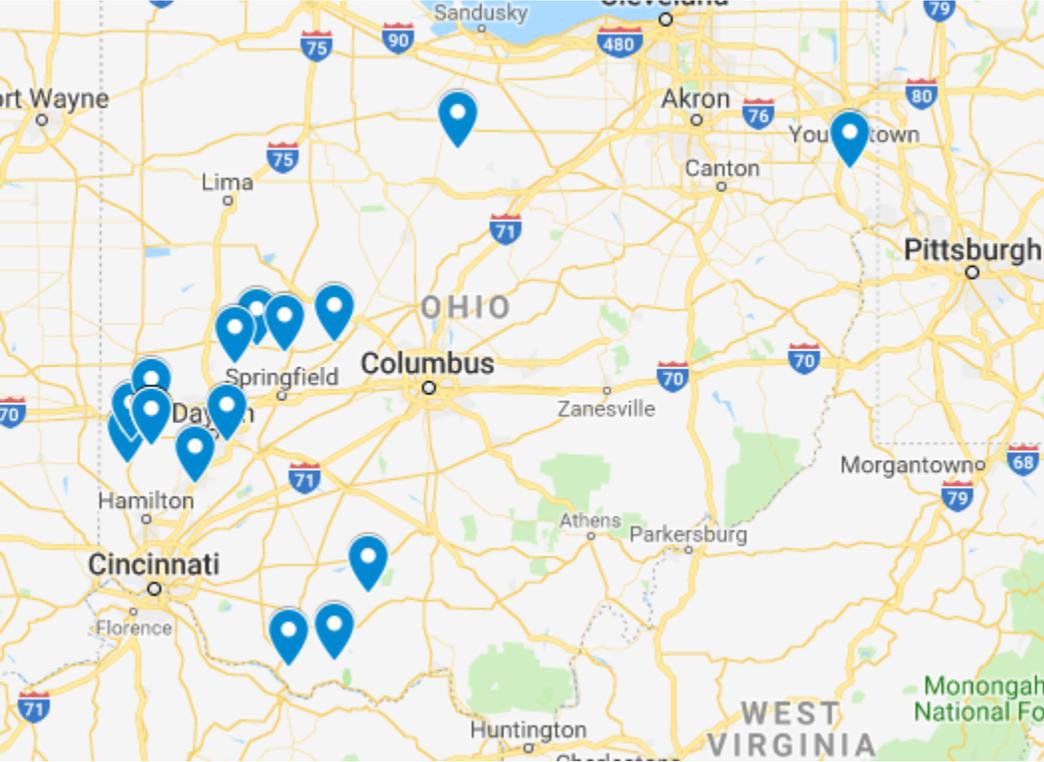
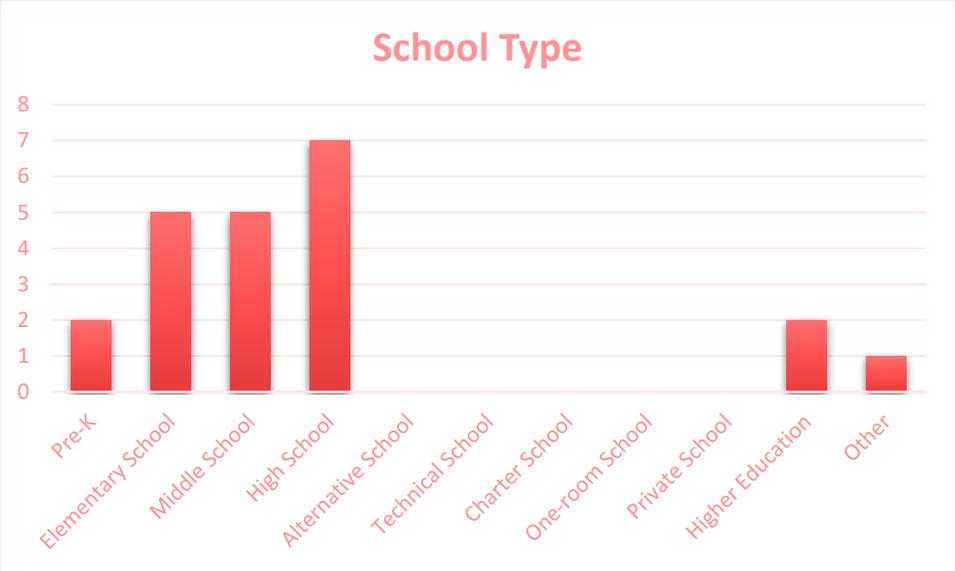
- Isolated area of the country - 6 miles from the Canadian Border
- Poverty community, near a reservation, high Native American population of students, high special education population
- People don't want to live in a small town. They think the only way there is going to be anything to do is if they live in a large community.
- proximity to bigger cities in ND, so they teach one year and go to those cities
- Lack of available and quality housing
- Culture of town
- For single teachers, there are not many opportunities to meet others.

- Remote Location
- Weak administration
- Isolation
- Lack of high paying jobs
- Public attitude of public education in the US

# Ohio

Total Submissions: 20

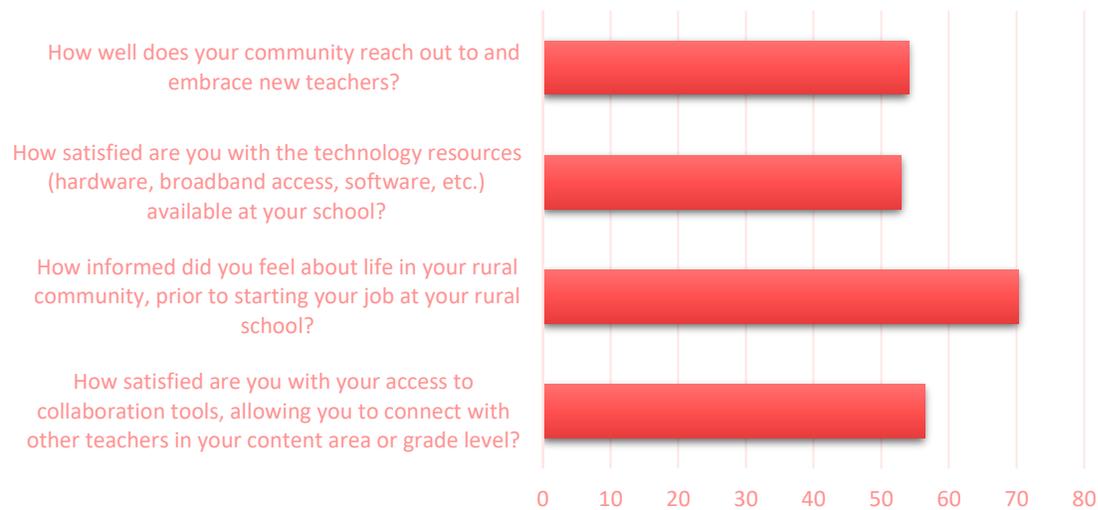




## Distance From Work



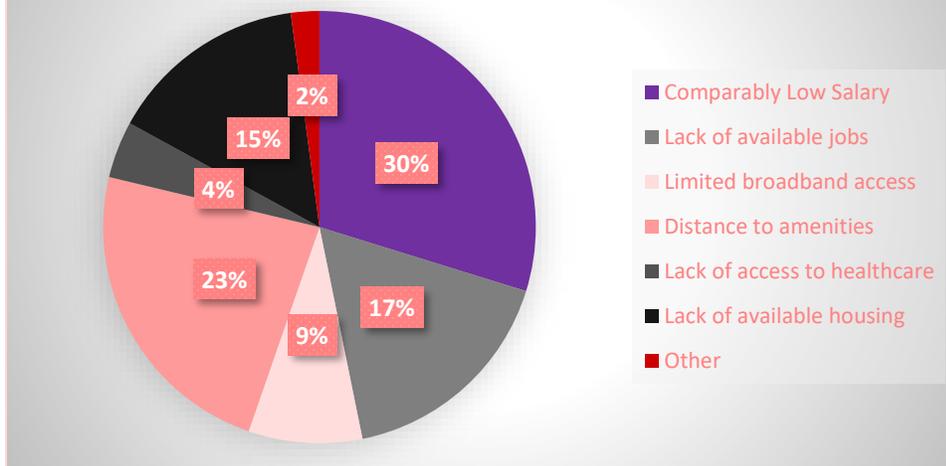
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention

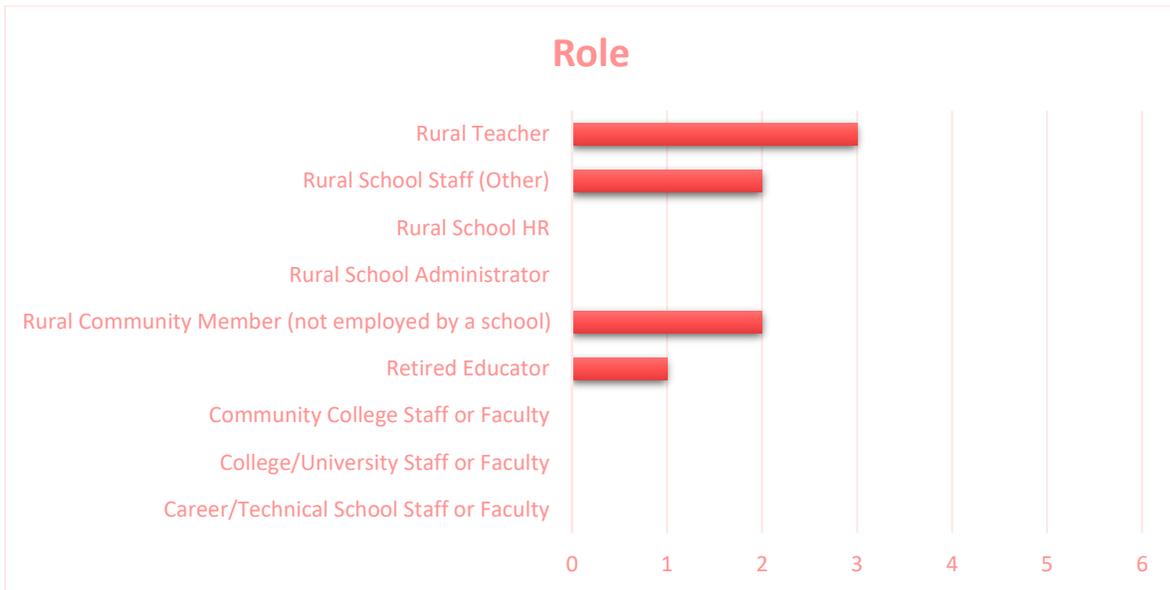
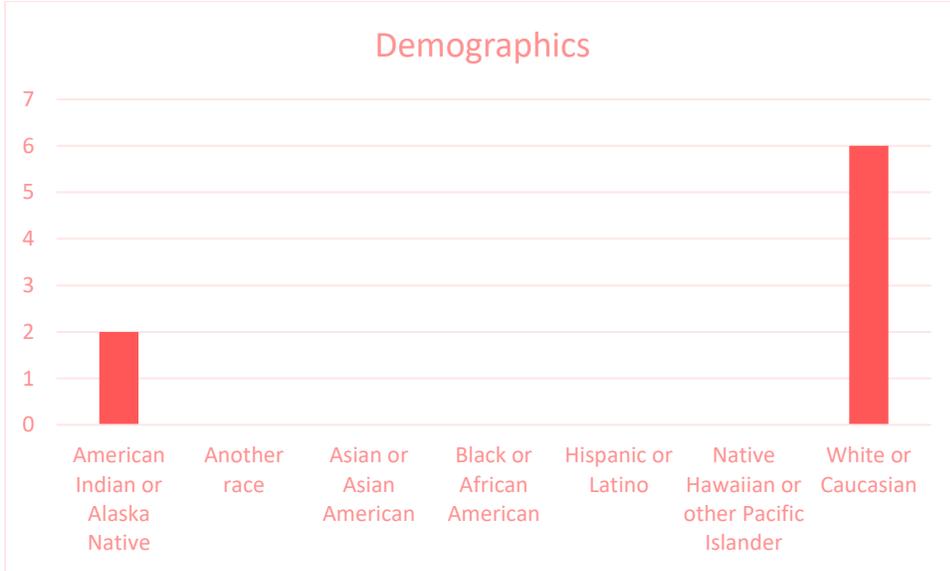


Additional Barriers:

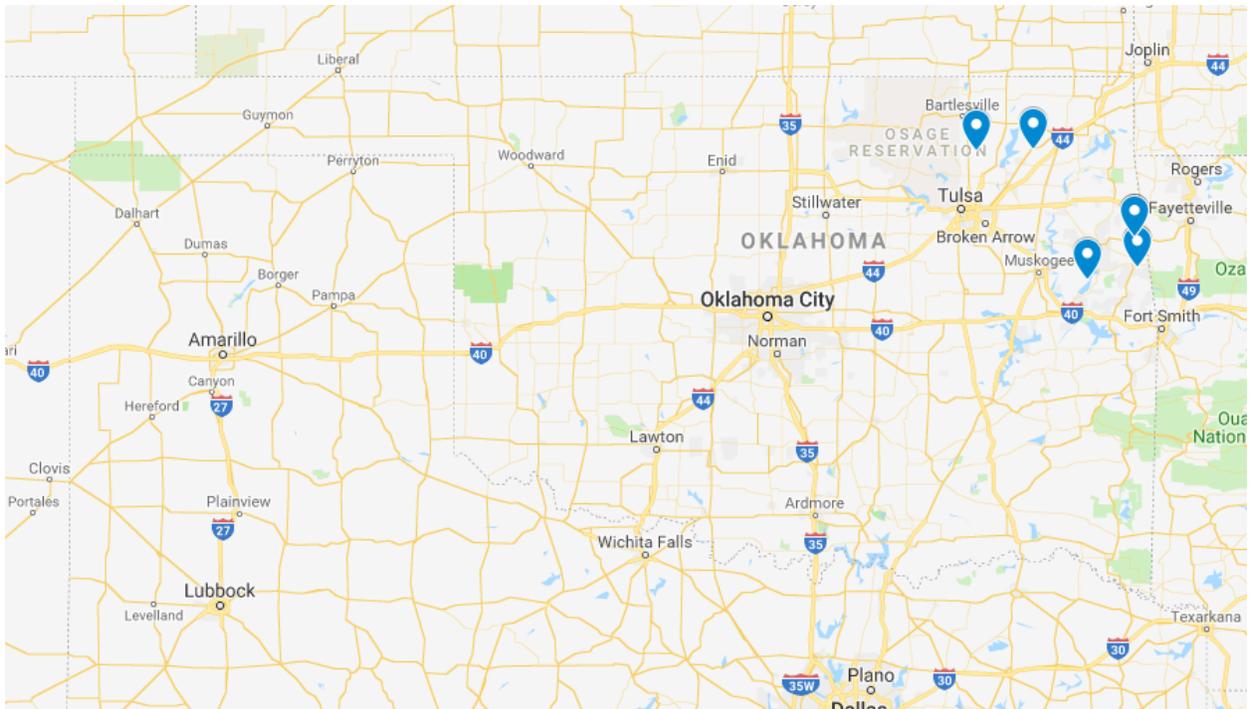
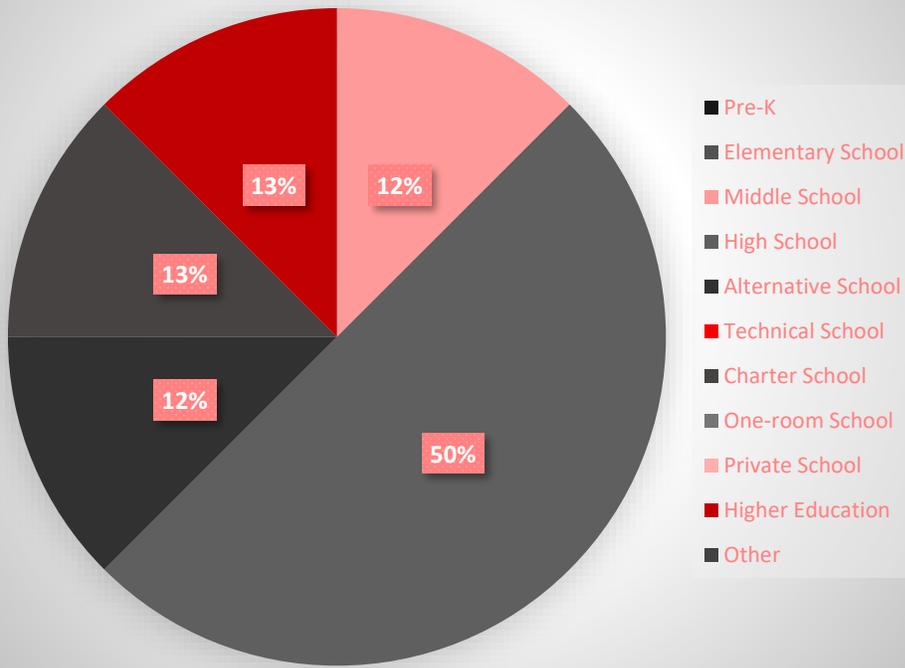
- Opioid epidemic, drug use, and drug related crime has hit our community hard.

# Oklahoma

Total Submissions: 8



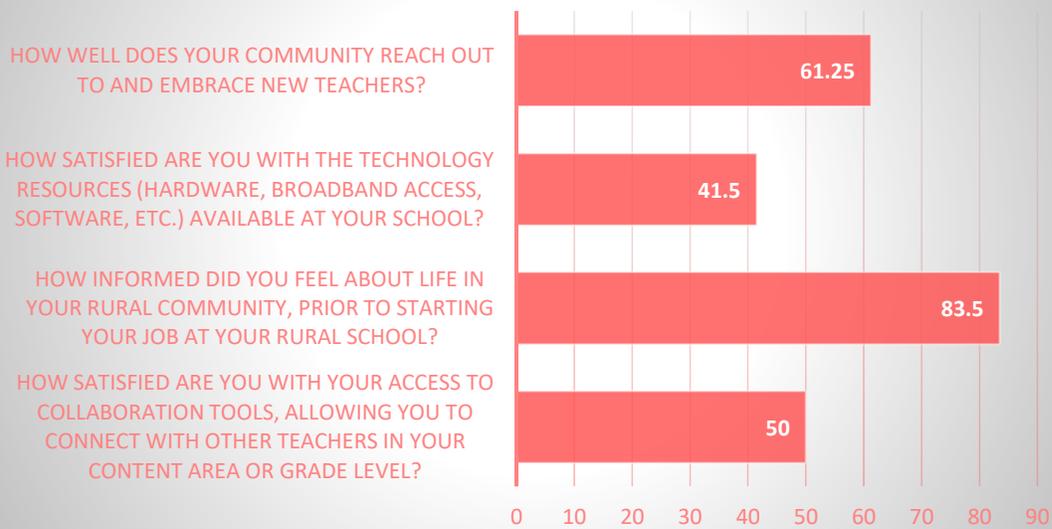
## School Type

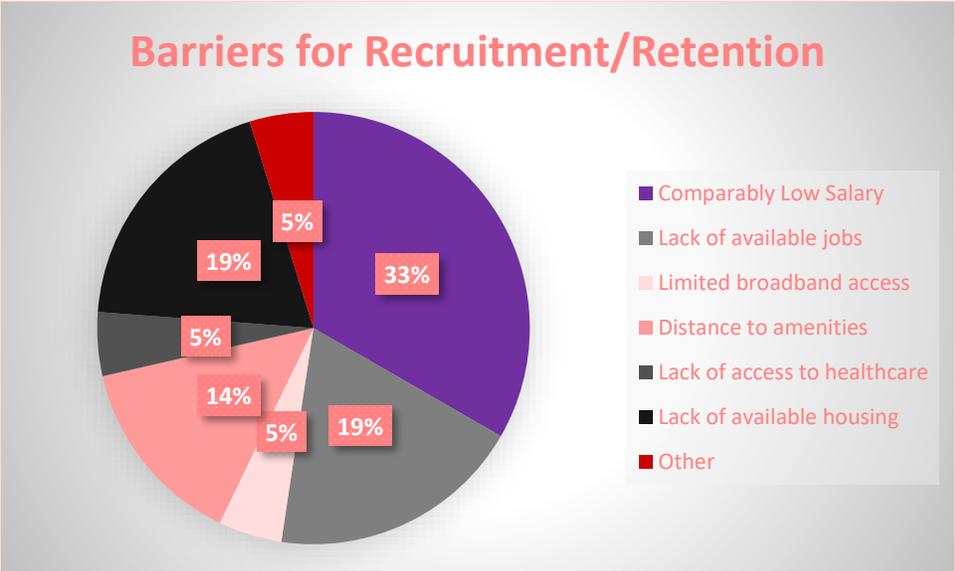


## Distance From Work



## Average of Satisfaction Rankings



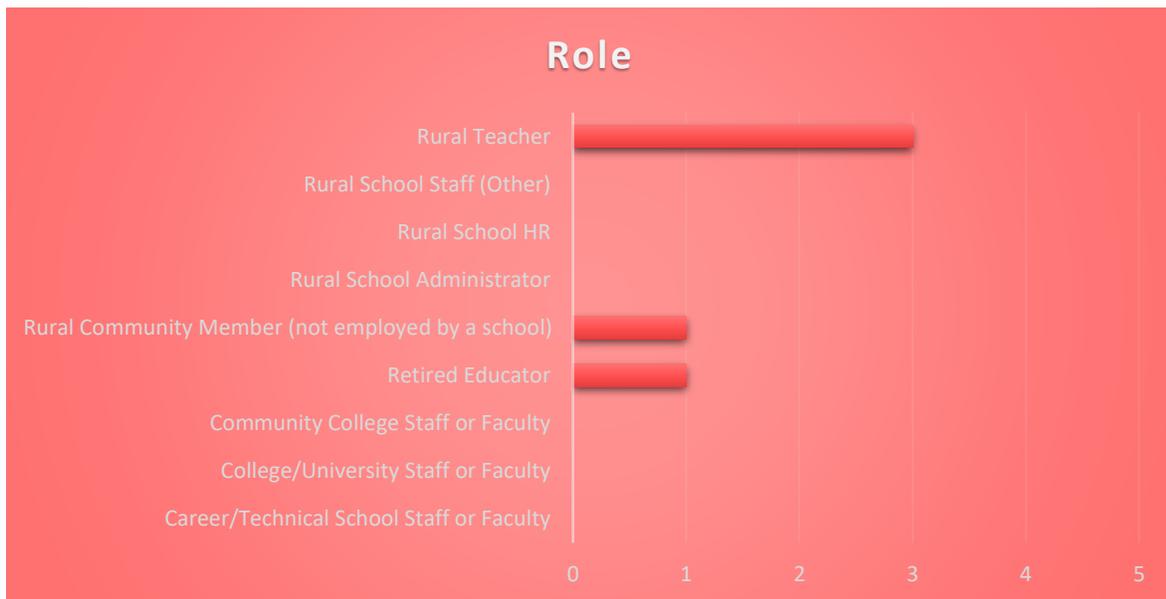
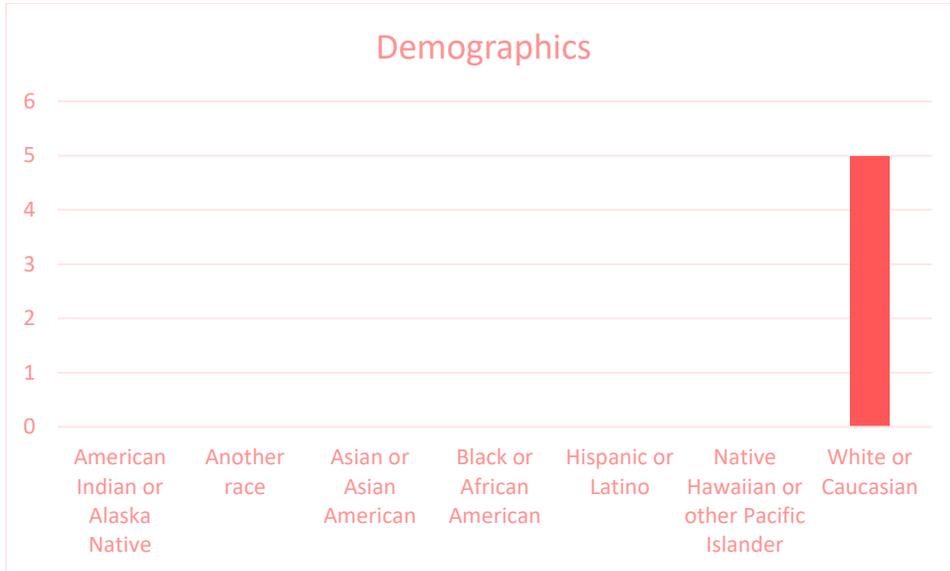


Additional Barriers:

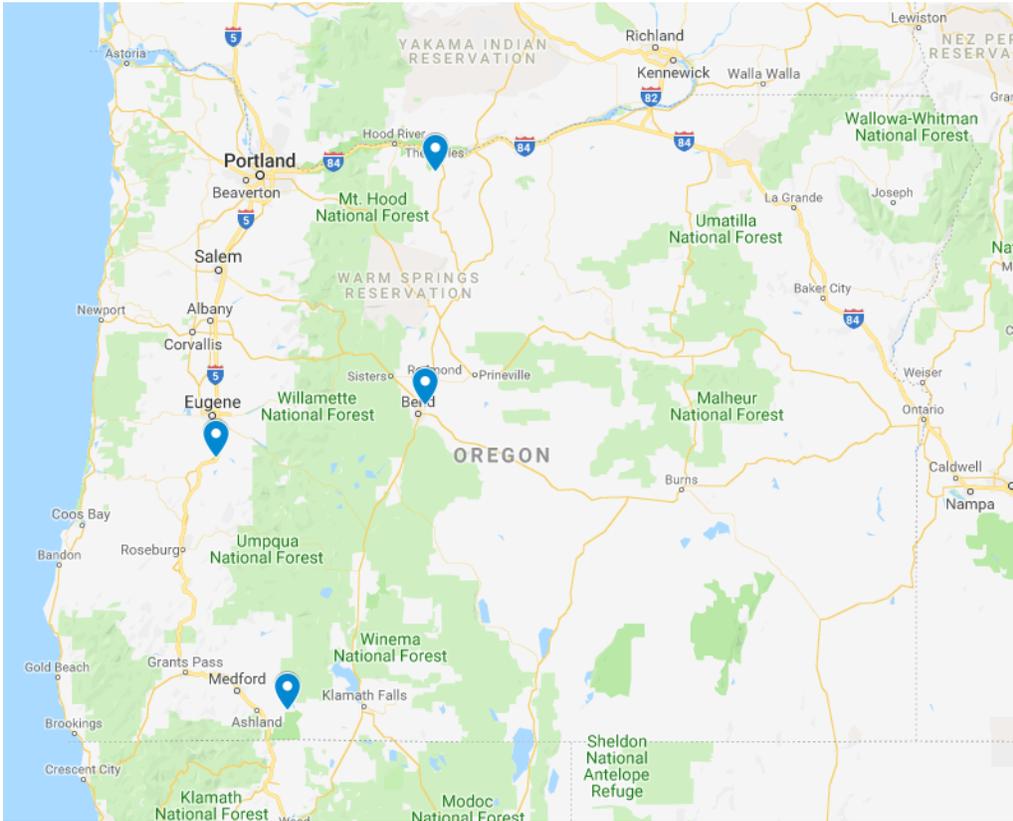
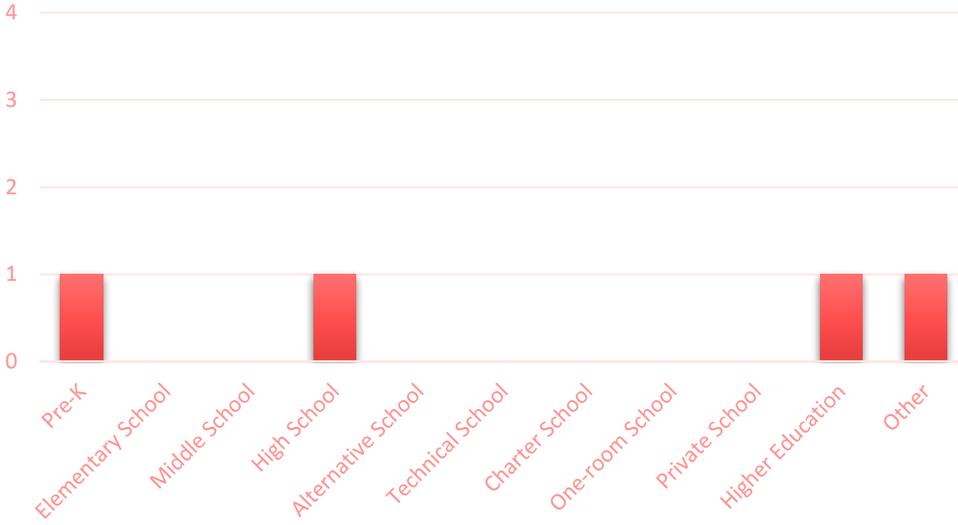
- lack of inclusive location-based training and support from colleges

## Oregon

Total Submissions: 5



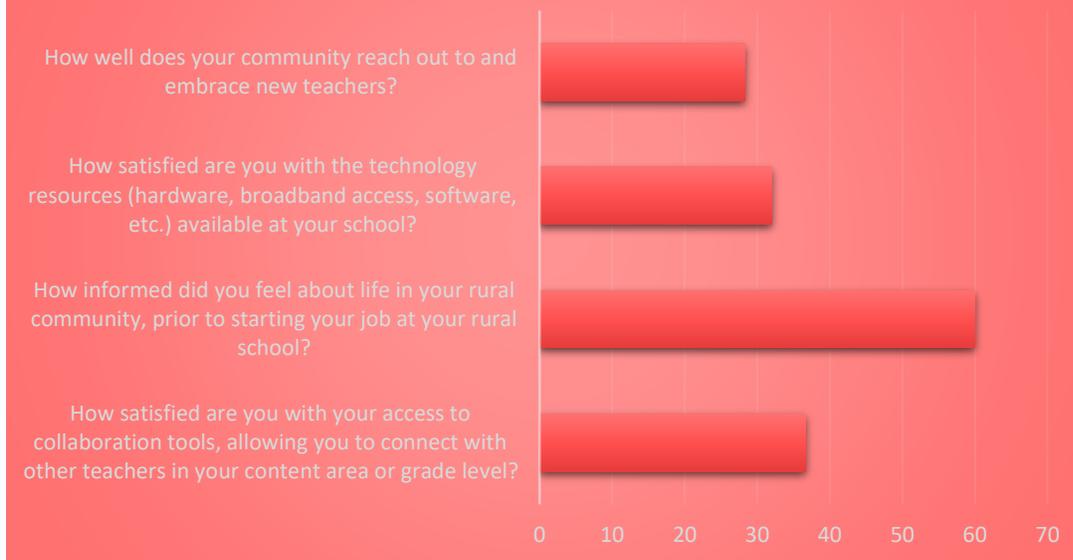
## School Type

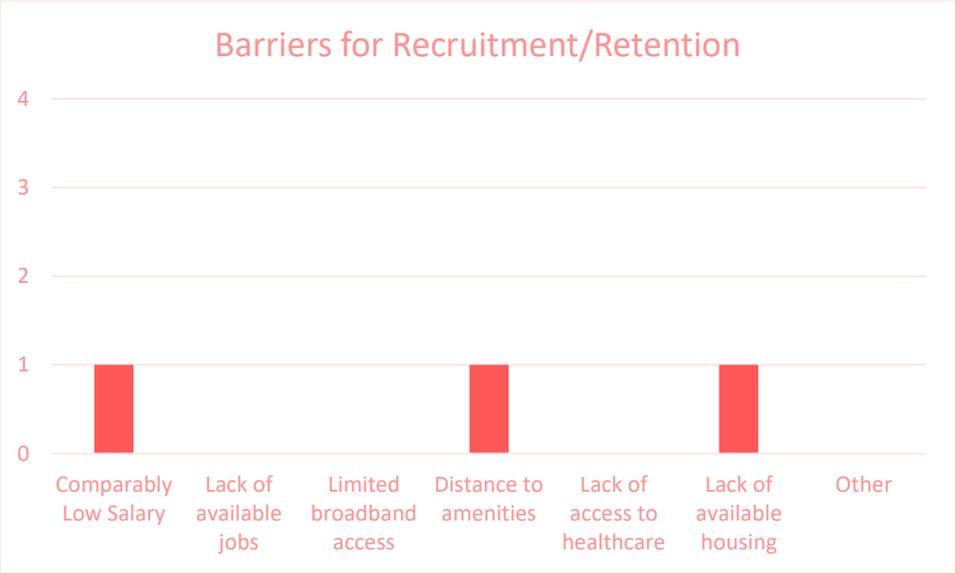
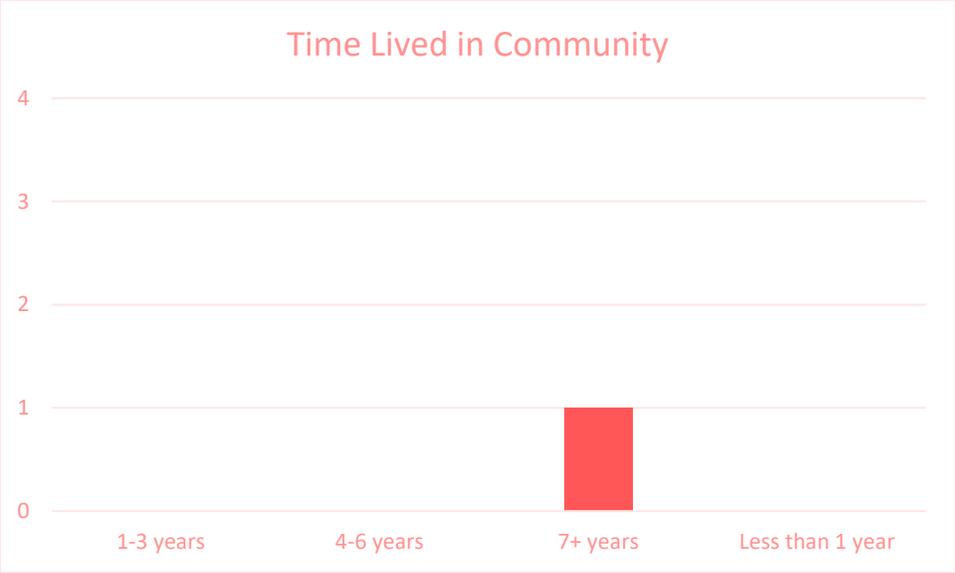


## Distance From Work



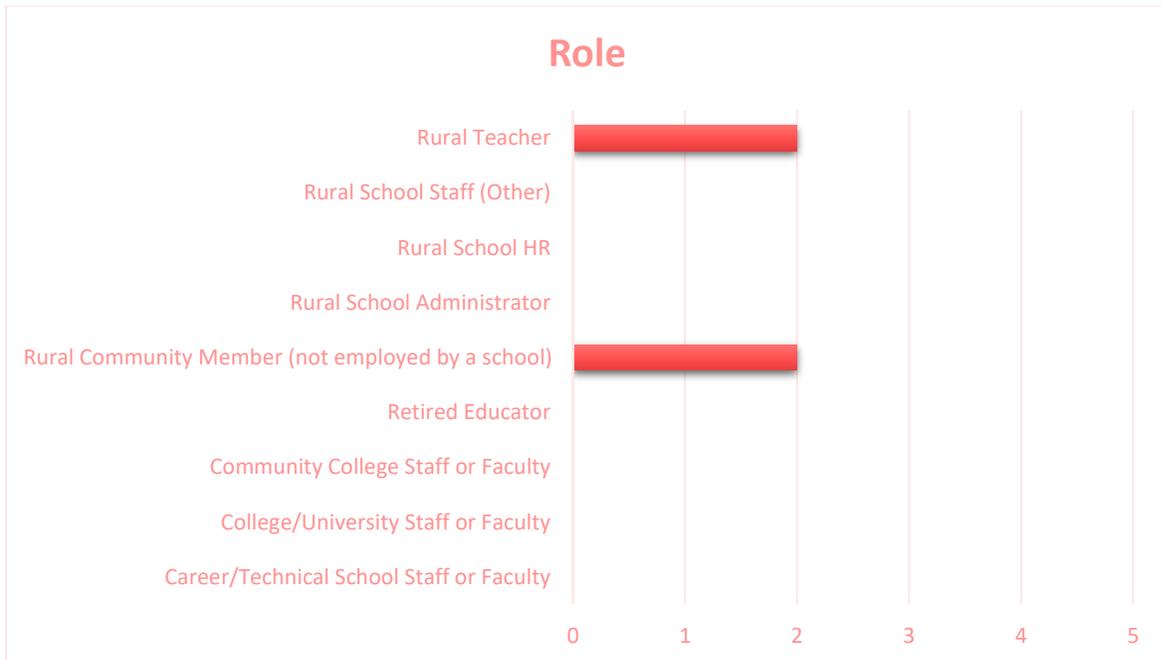
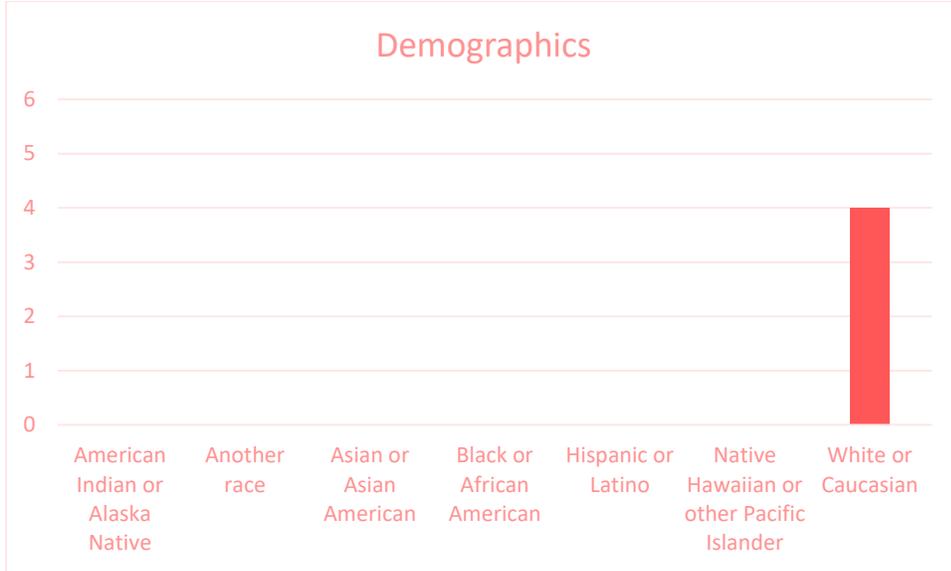
## Average of Satisfaction Rankings

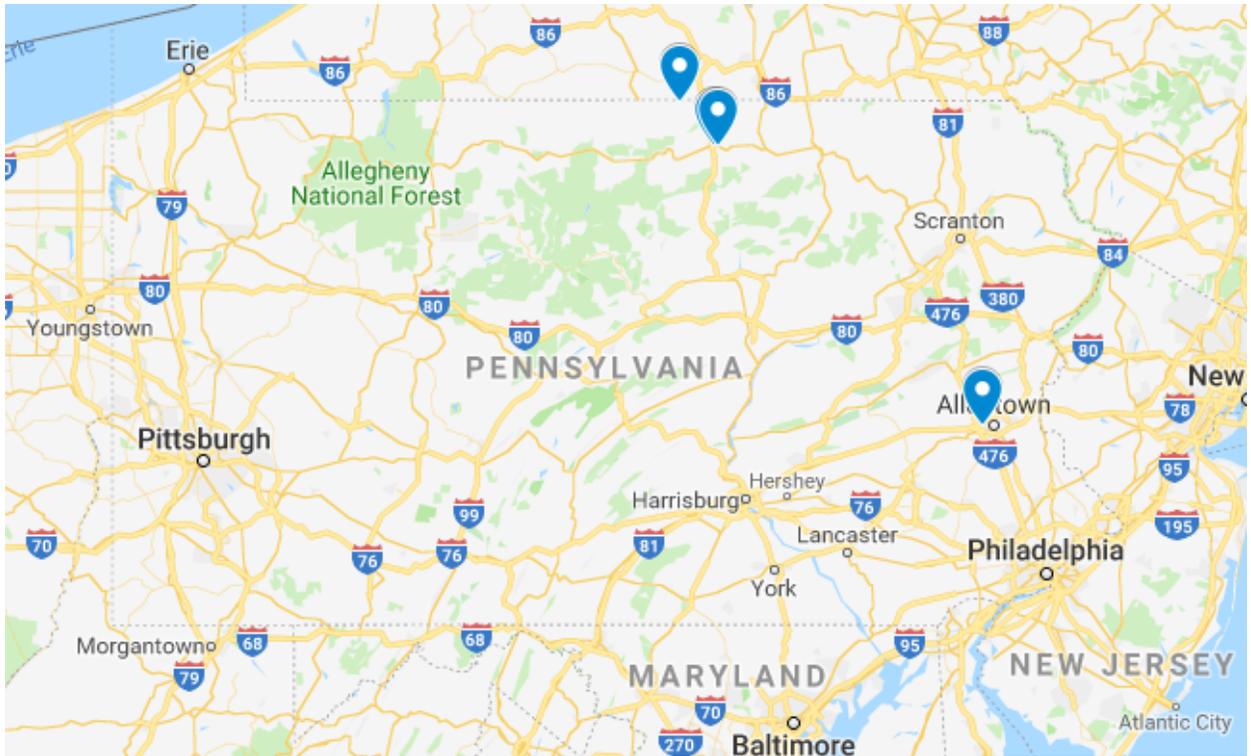
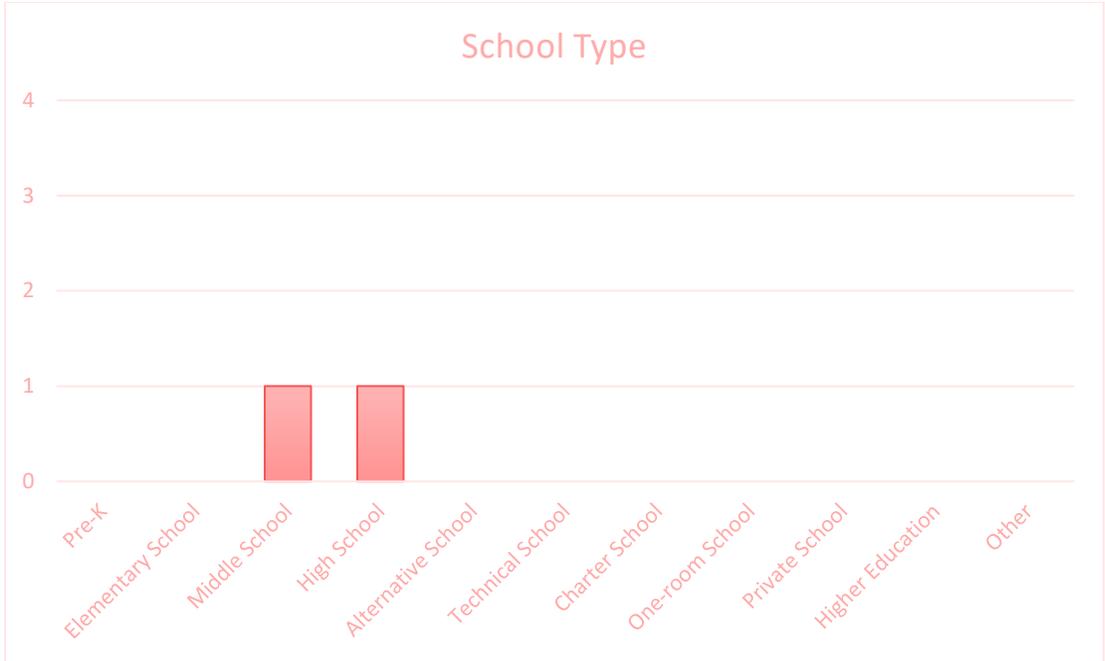


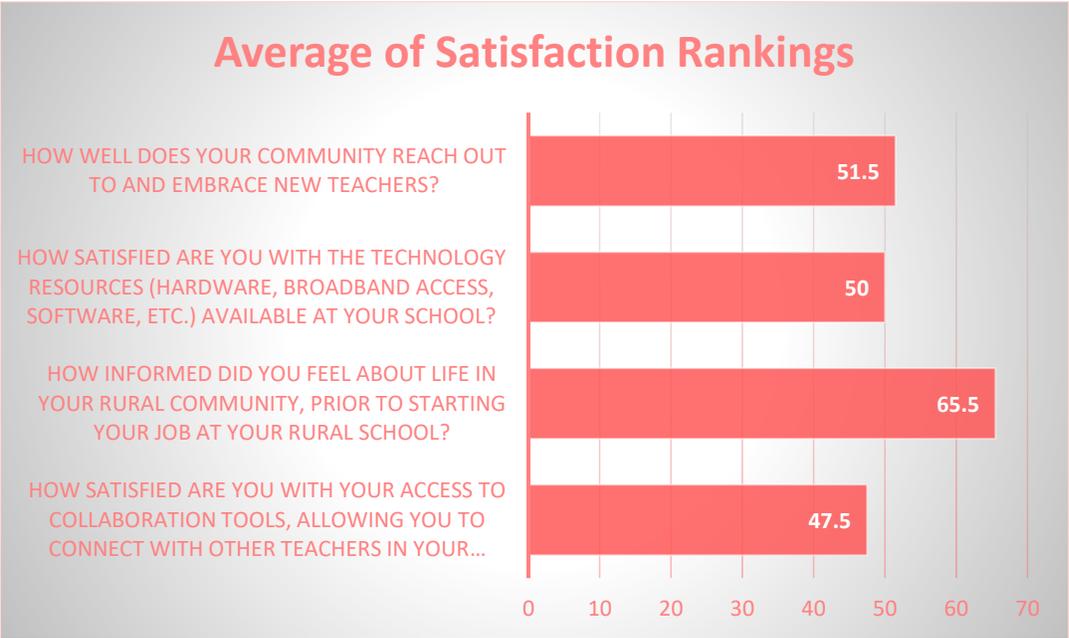


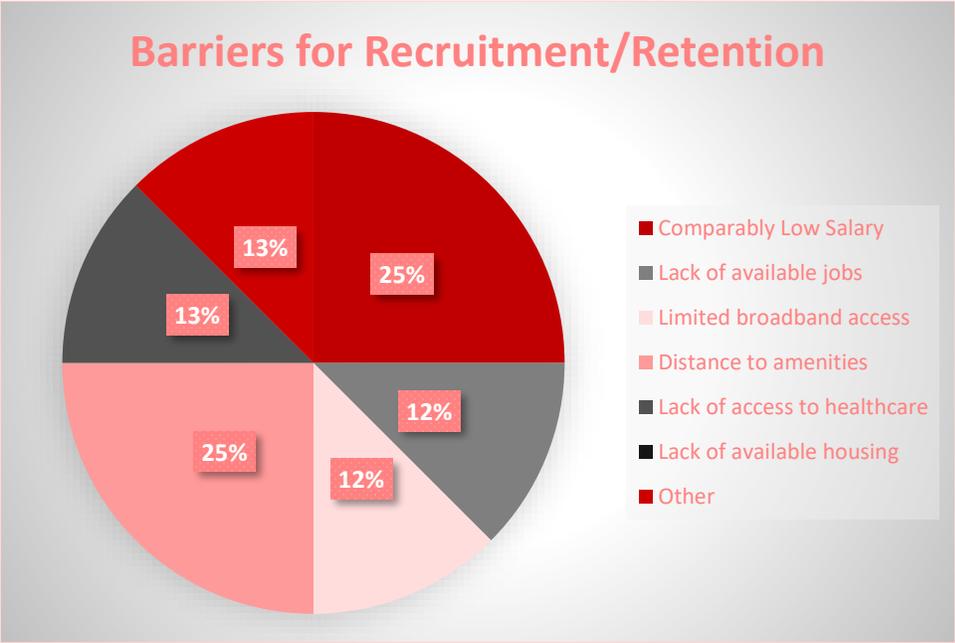
# Pennsylvania

Total Submissions: 4







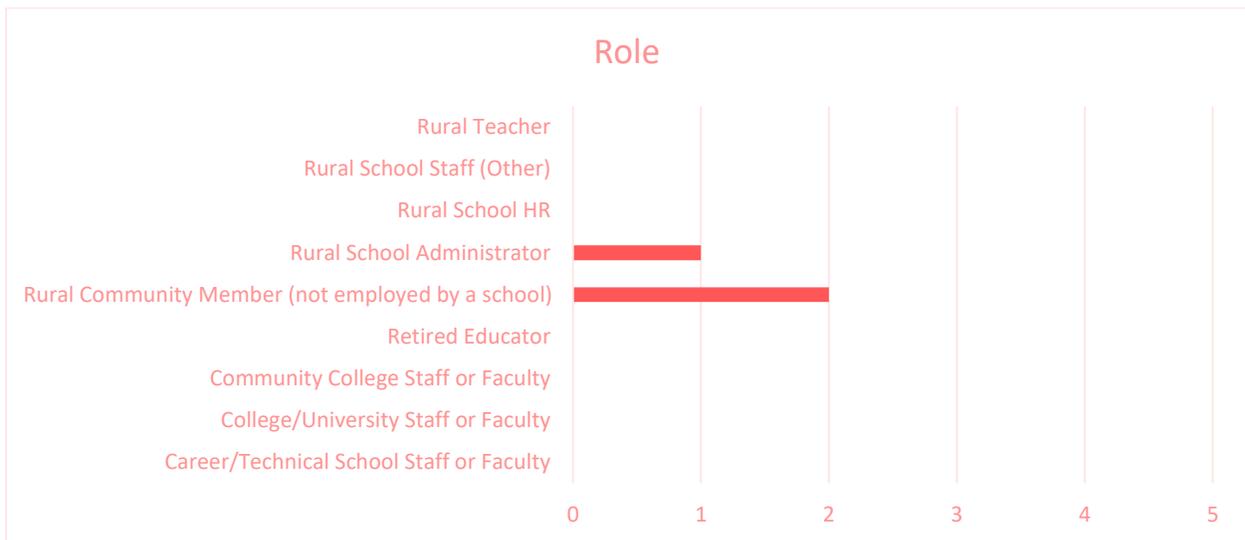
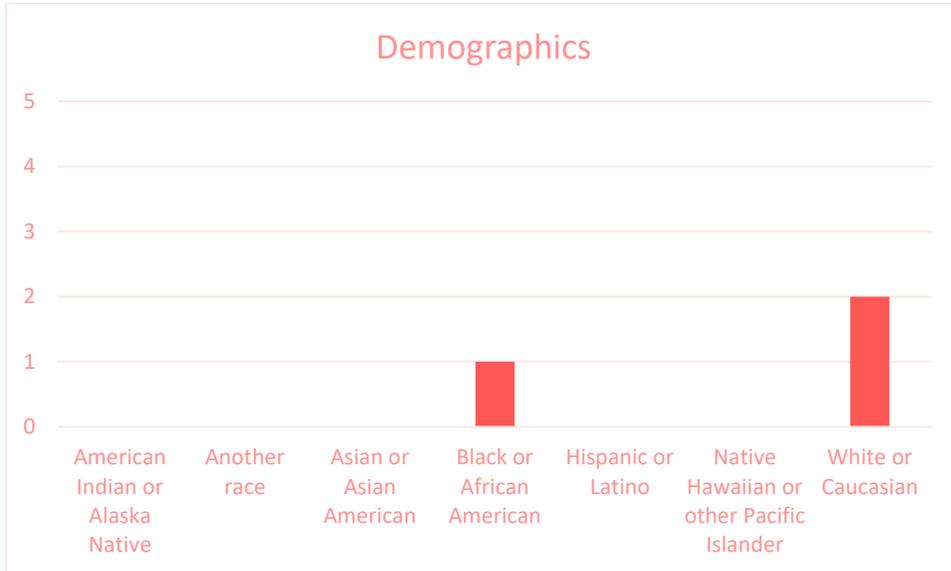


Additional Barriers:

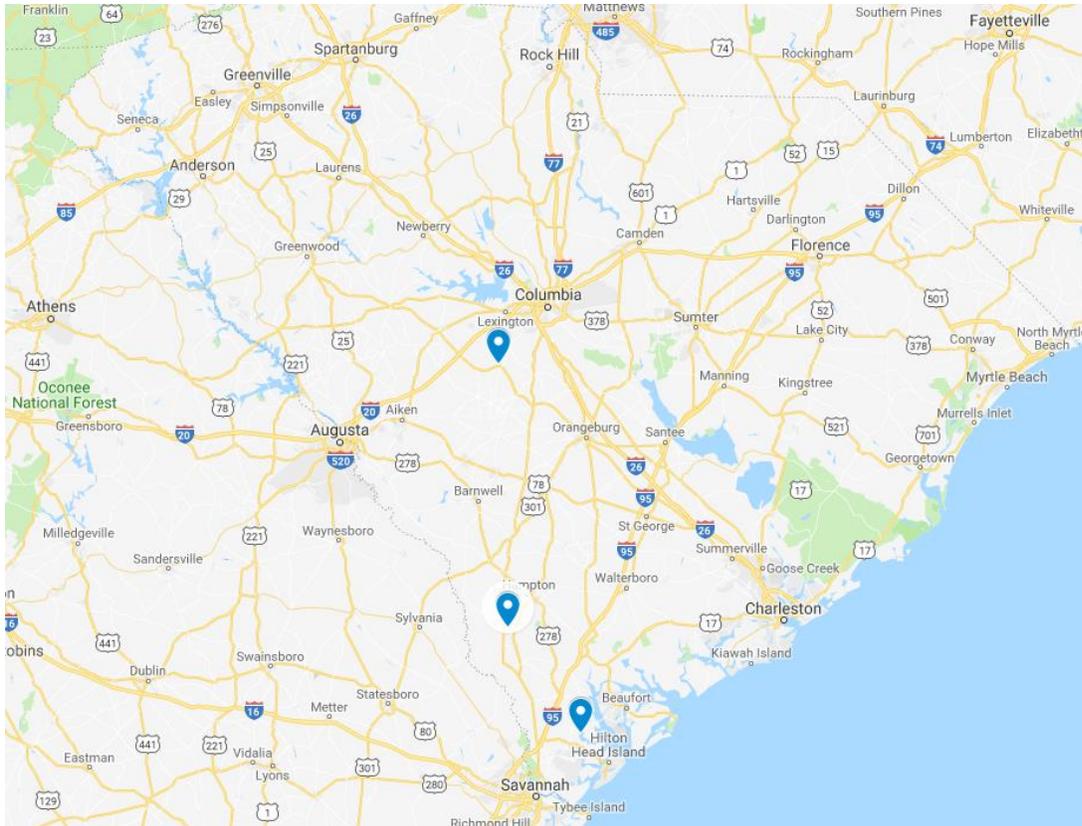
- Competition from higher-income suburban districts and schools (even within the same district)

## South Carolina

Total Submissions: 3

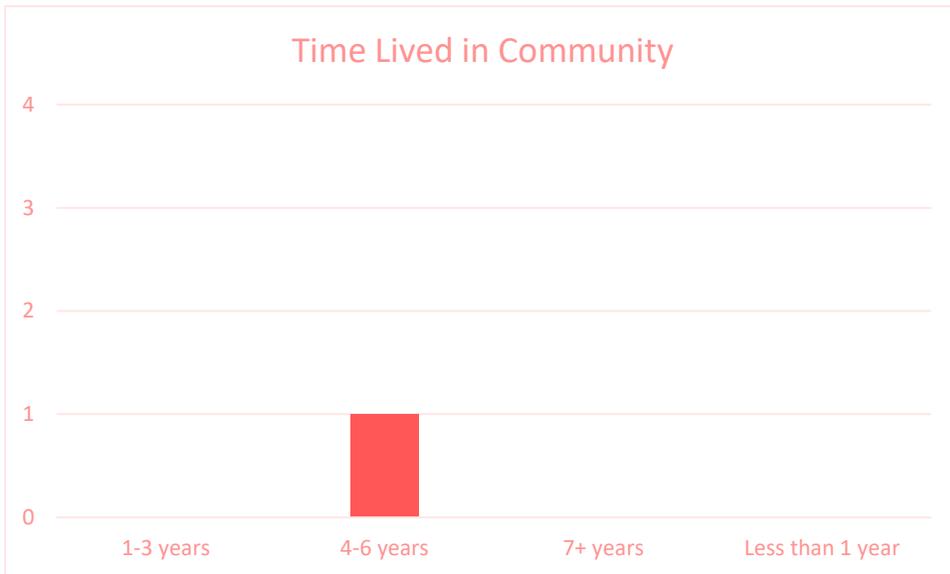


School Type: N/A

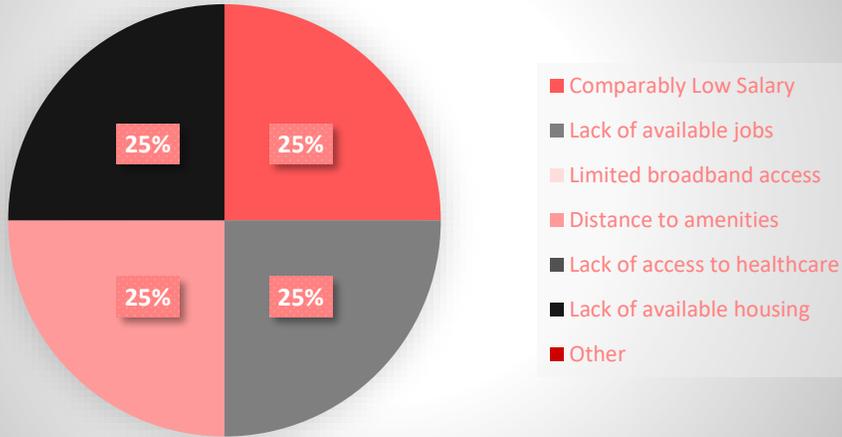


Distance from Work: N/A

Satisfaction rankings: N/A

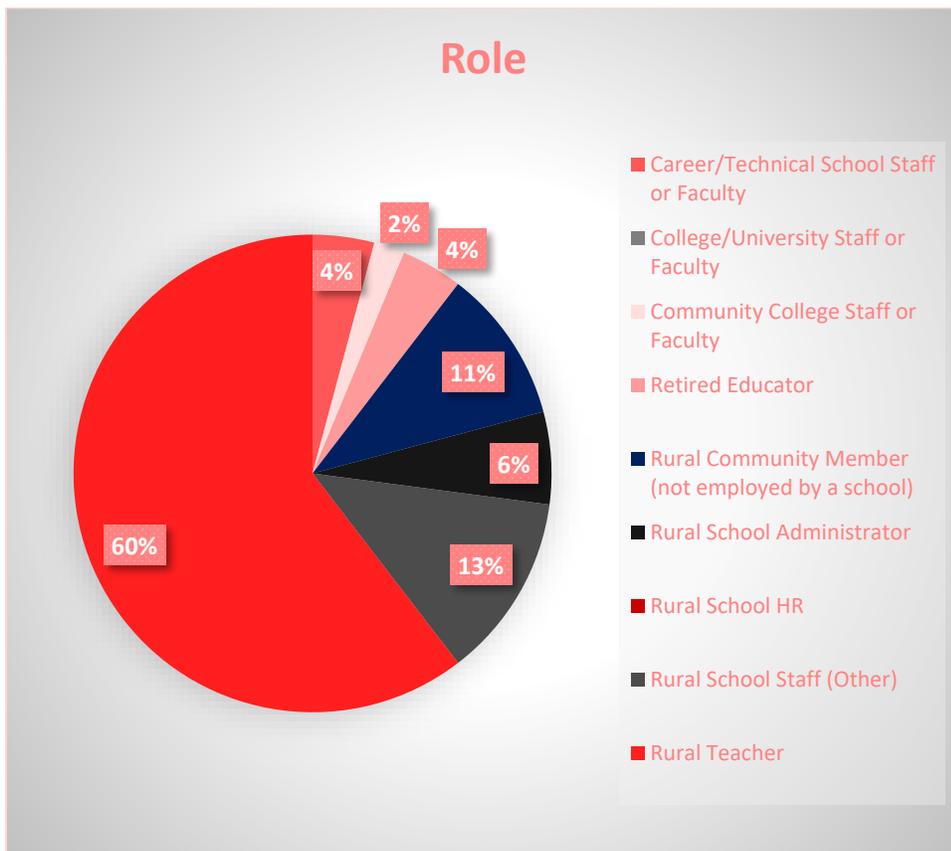
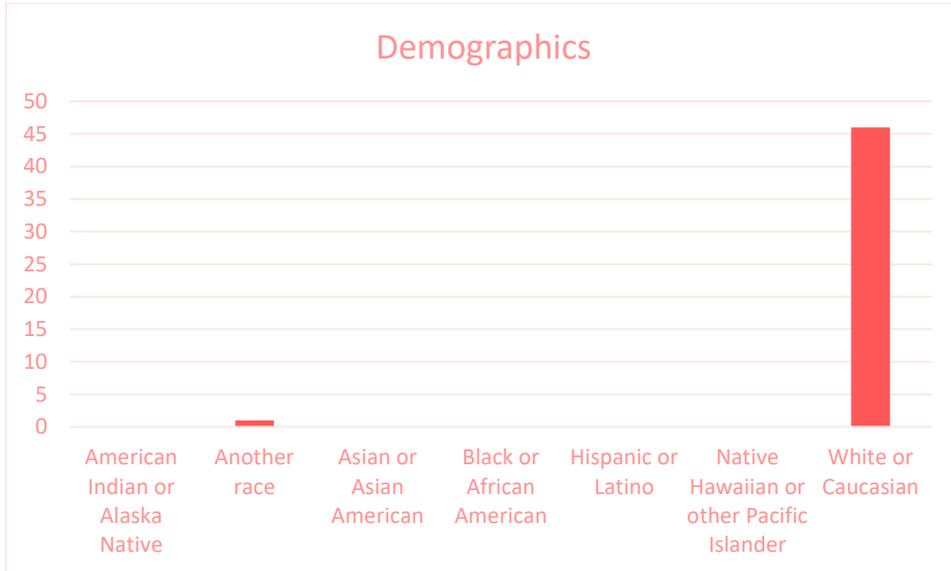


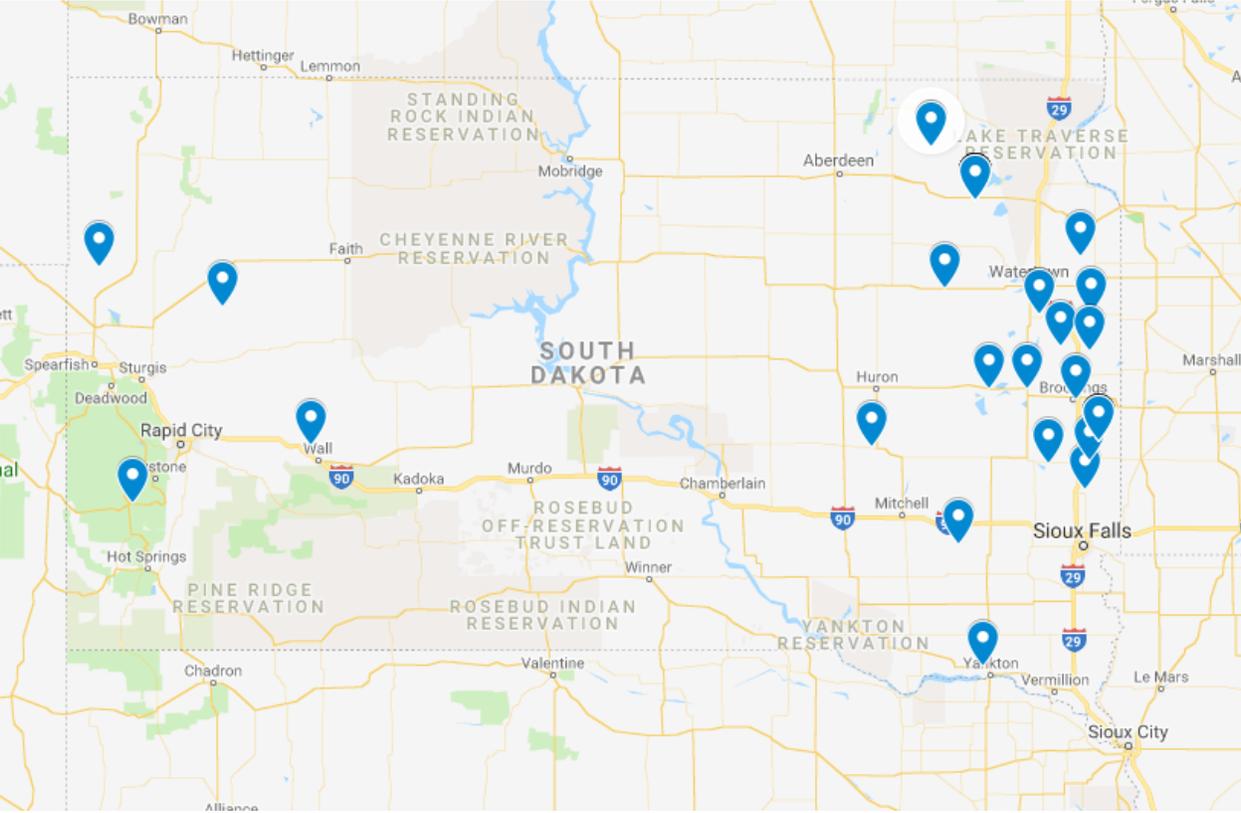
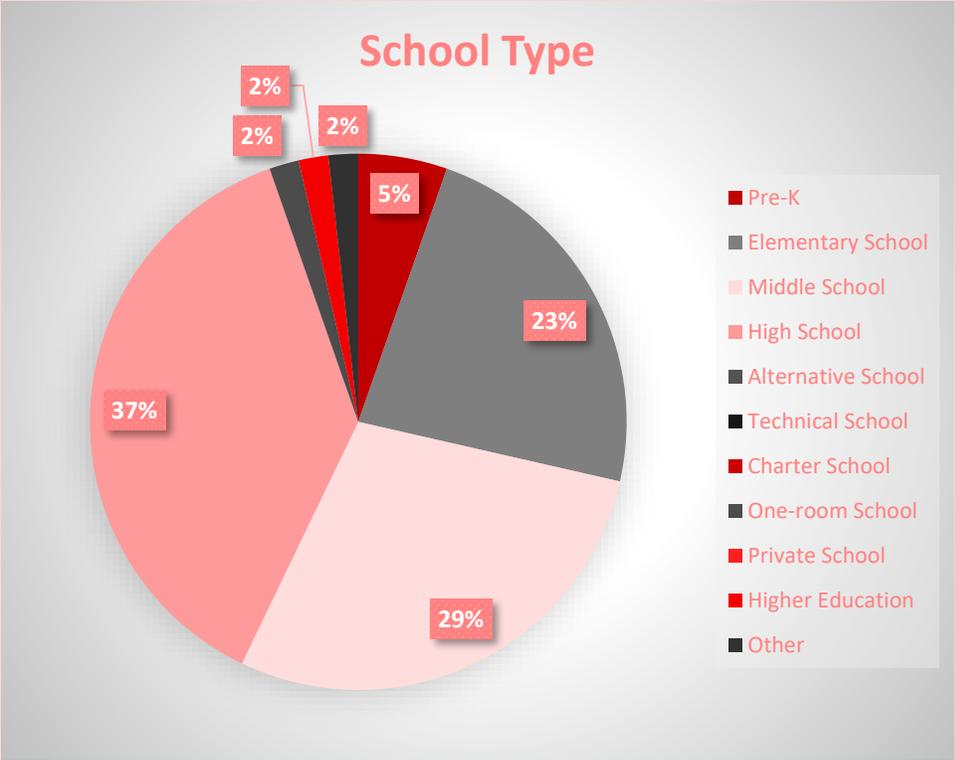
## Barriers for Recruitment/Retention



## South Dakota

Total Submissions: 48

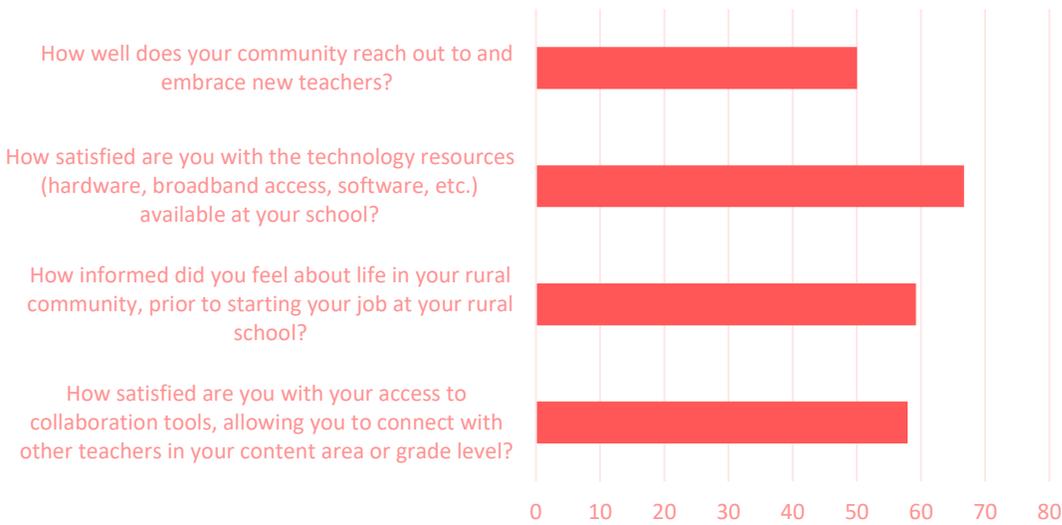


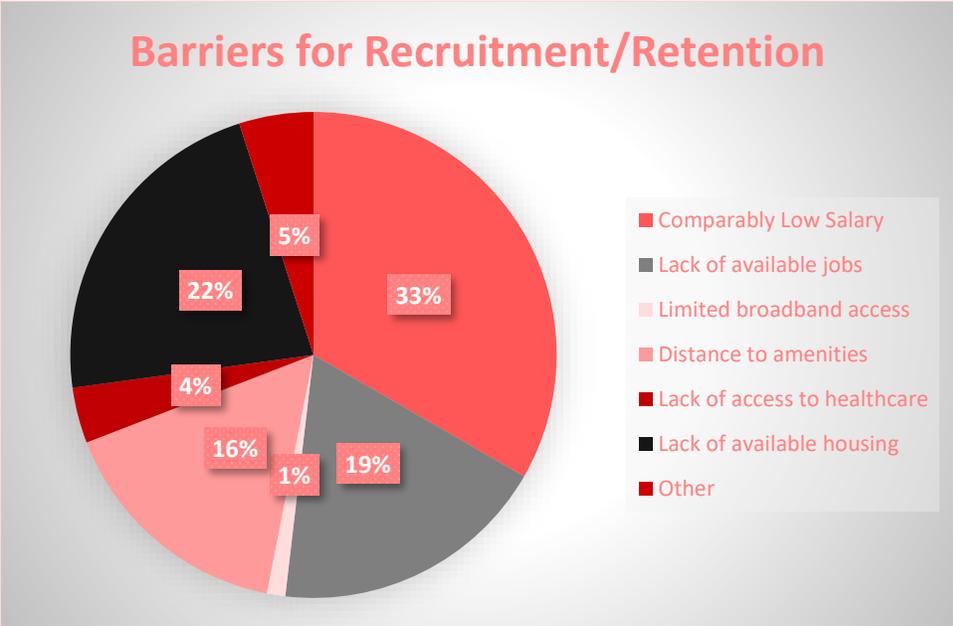


## Distance From Work



## Average of Satisfaction Rankings



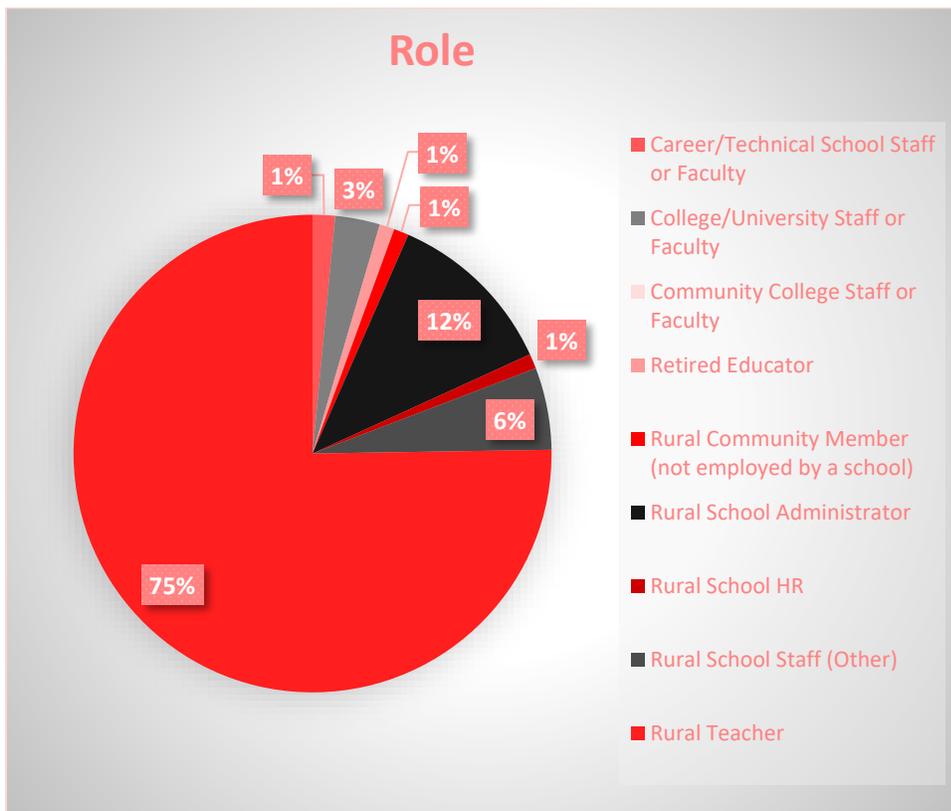
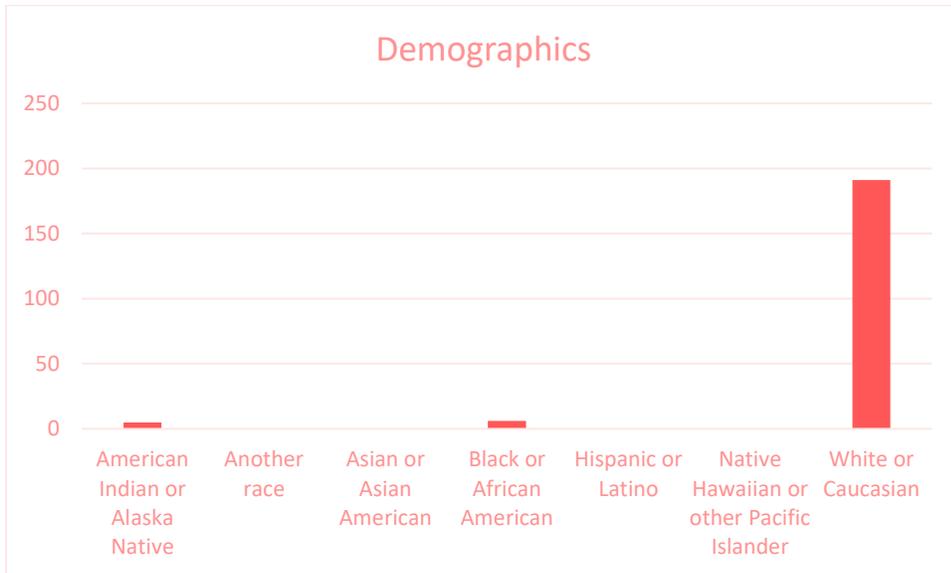


Additional Barriers:

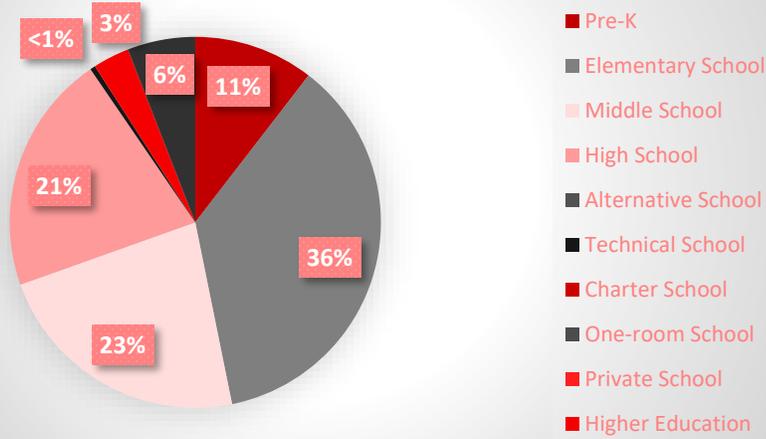
- Too close to other states which pay more
- High cost of housing compared to available wages
- Our school is not near their family.
- being a teacher that wasn't already an existing member of the community has proven to be the greatest barrier

# Tennessee

Total Submissions: 198



## School Type



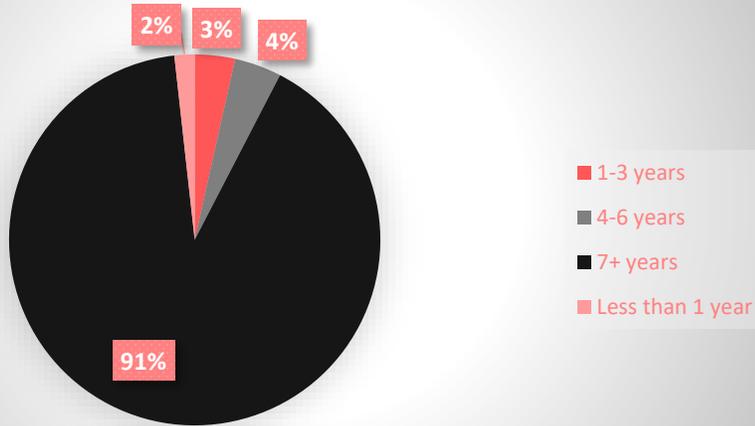
## Distance From Work

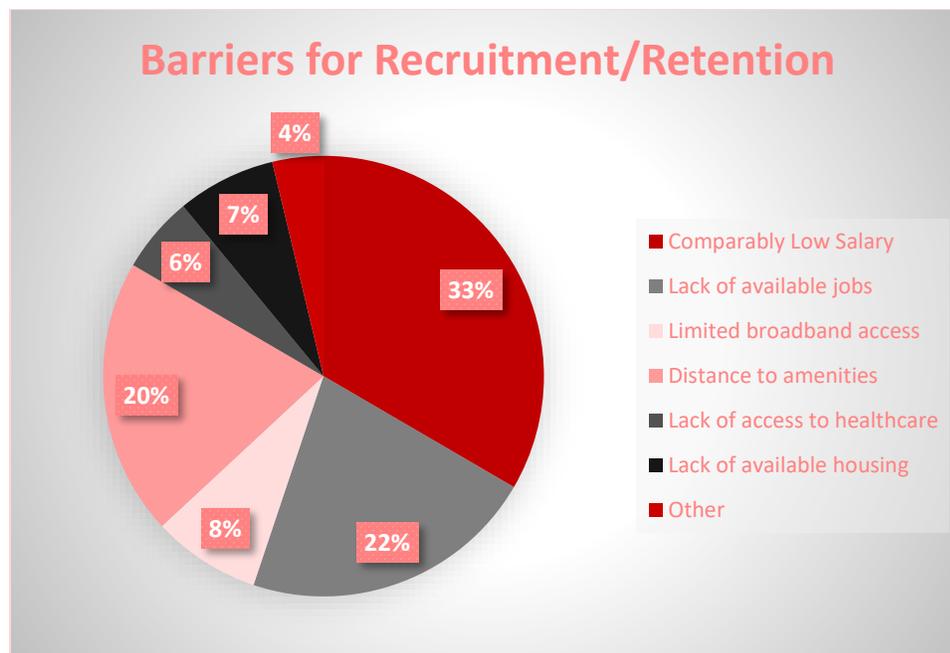


## Average of Satisfaction Rankings



## Time Lived in Community



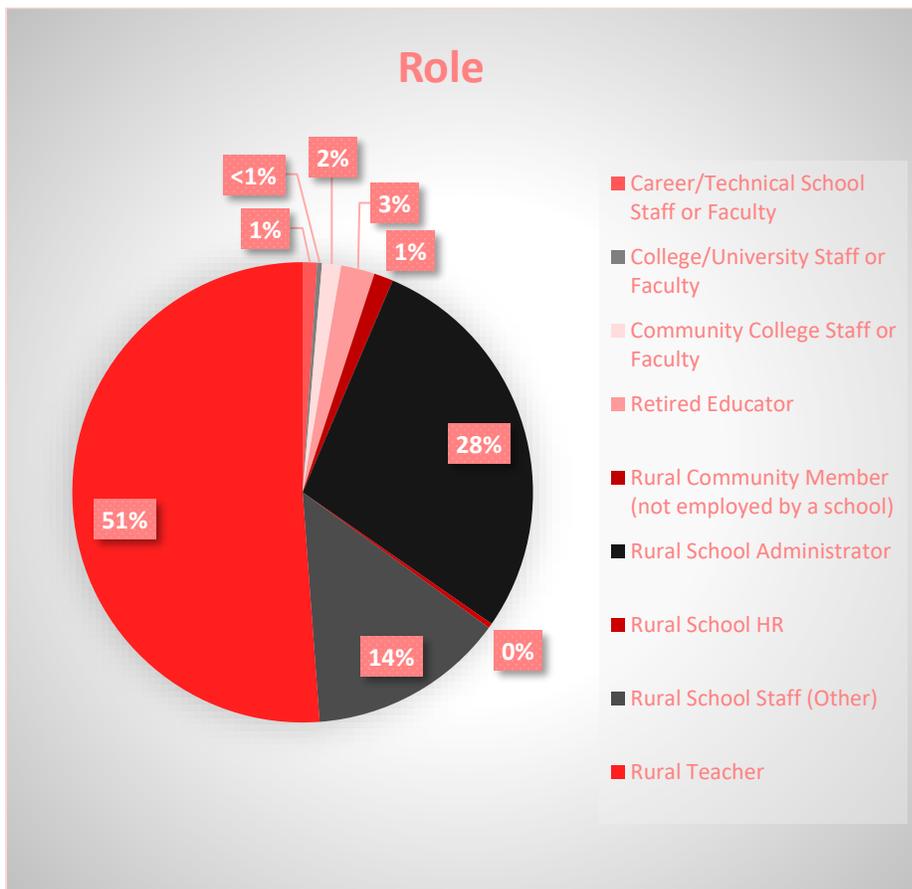
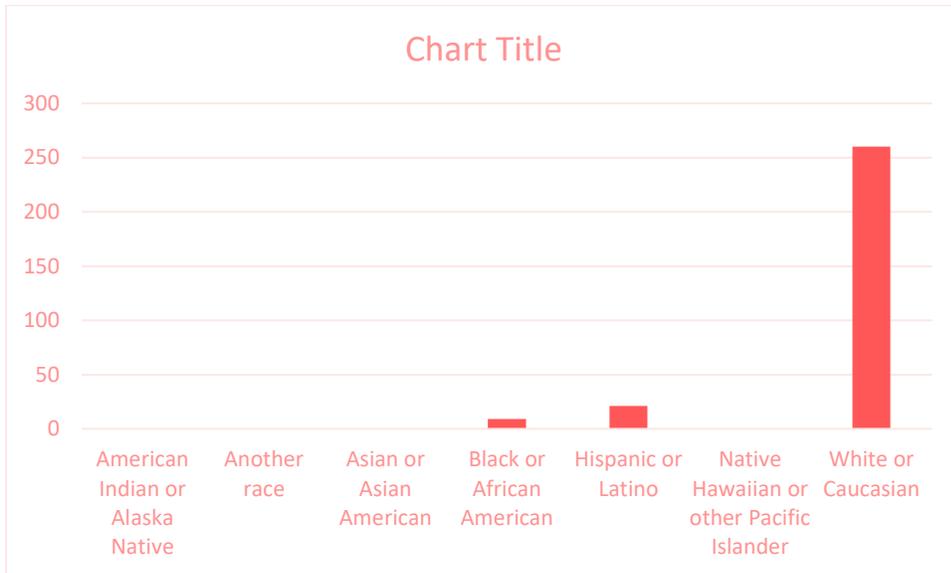


#### Additional Barriers:

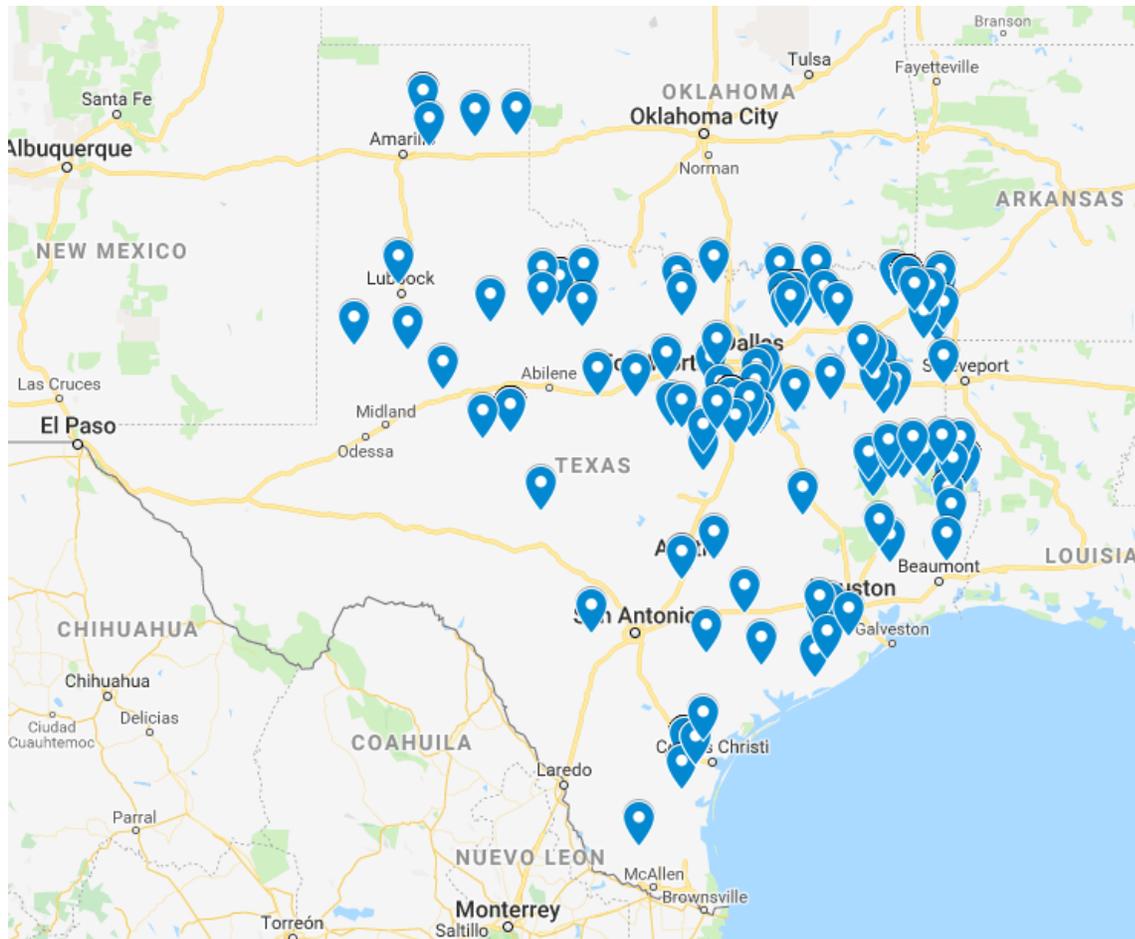
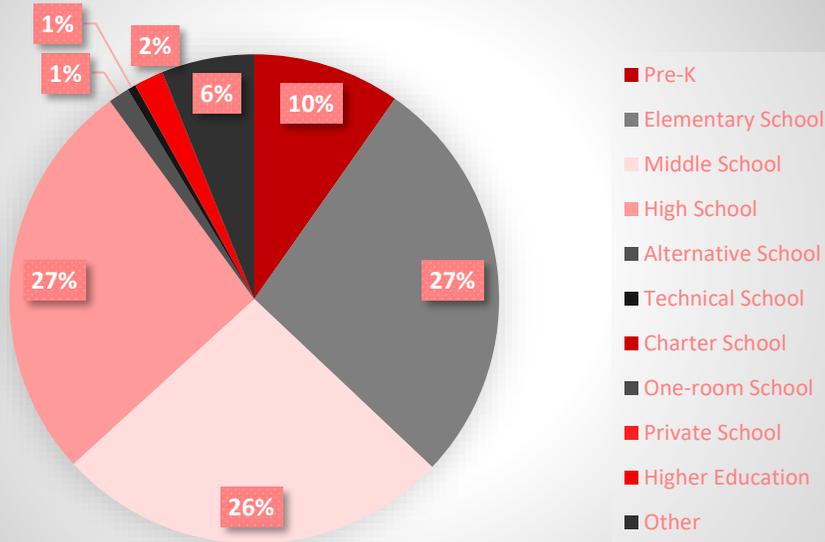
- Lack of resources for students
- Lack of opportunities to showcase talent.
- Opportunities for professionals partners, general atmosphere of intolerance for differences
- Lack of job resources
- Student Loan Debt that is not in line with salary
- Admin
- POLITICS
- Hard for “outsiders” to find a niche.
- Lack of professional development
- Poor parenting/teacher support, teachers being held accountable for things beyond their control. State mandates assume all students have basic needs met and support at home. Unfortunately, many are being raised by grandparents etc
- lack of resources, low income area
- School buildings are in awful conditions: should be condemned. Certain schools in district have 1:1 devices and others have 35:1.
- The salary here is awful. I am not sure how much longer I can afford to teach here.
- Principal at my school only hires friends and has hired non certified teachers
- More safe activities for youth.
- small town politics

# Texas

Total Submissions: 297



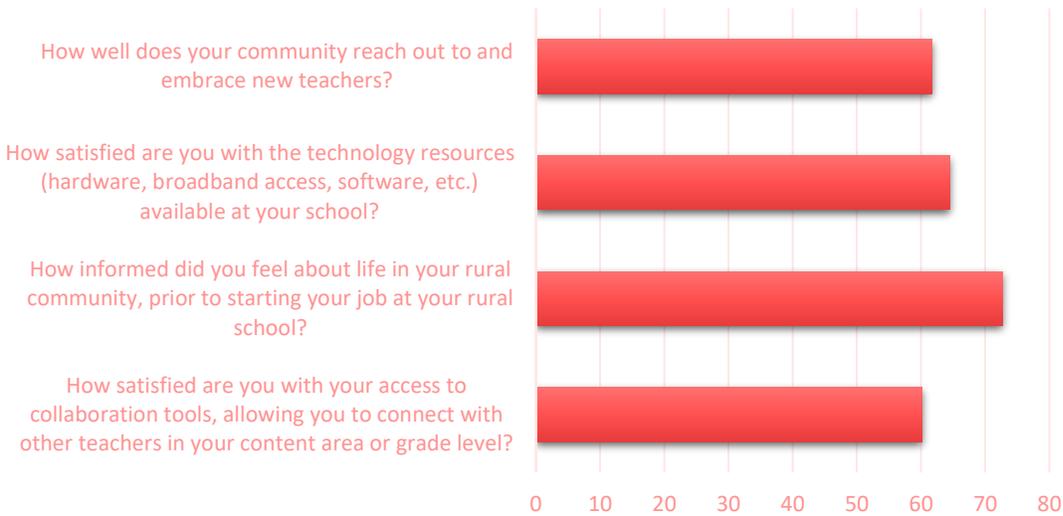
## School Type



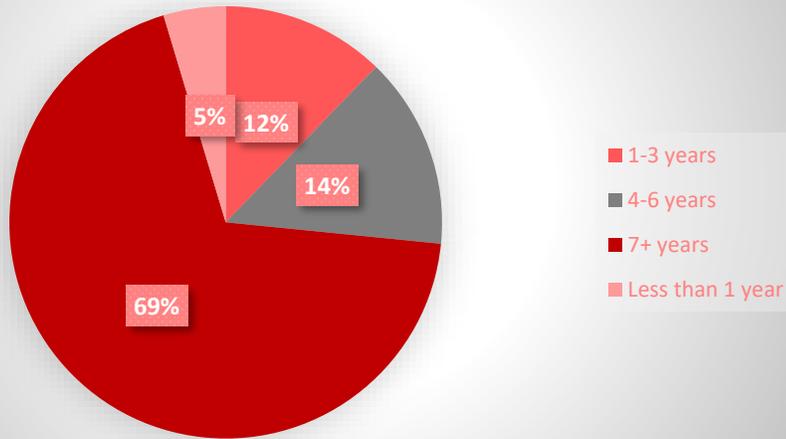
## Distance From Work



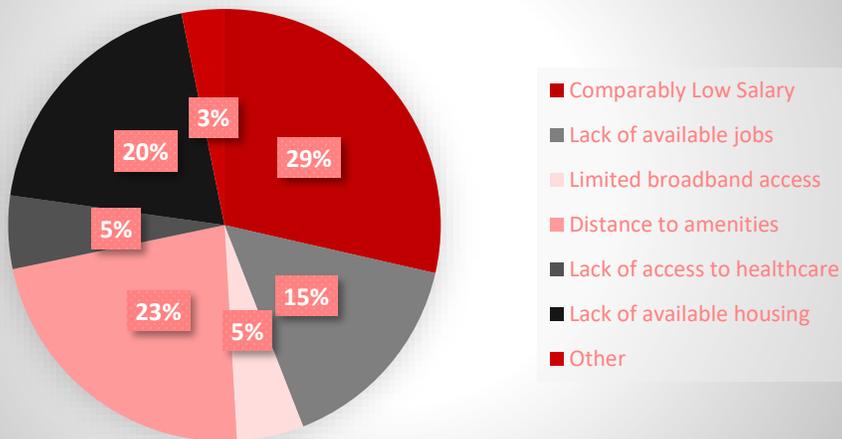
## Average of Satisfaction Rankings



## Time Lived in Community



## Barriers for Recruitment/Retention



### Additional Barriers:

- Not necessarily low pay but hard to compete with much larger schools just minutes down the road
- The locals nonacceptance of new people to the area.
- Lack of administrative support
- Affordable internet is a big problem
- People are aware chances of getting a job are better if you know someone already employed by the district, that can recommend you.
- diversity of cultures
- Lack of cultural and other fun events for people in my age group, 20s and 30s
- Unaware of our location and that jobs are available
- Lack of support from administration

- Negativity spread about the district
- Toxic environment and absolutely no industry
- Person did not like rural lifestyle
- No retirement savings plan.
- Lack of jobs for spouses
- cost of health care
- overwhelming expectations
- Lack of professional development opportunities
- Due to lack of funding, teachers are taking on more than just their teaching role. Teachers are doing the job of 3 employees.
- I wouldn't categorize the main problem as a barrier as much as there are very few incentives to work in our school unless you are from here. There is nothing that makes you want to come to this area unless you are familiar with it.
- few Choices if a job grows stale
- Lack of available jobs for spouses

## Utah

---

Total Submissions: 1

Demographics- White or Caucasian

Role- Rural School Administrator

School Type- Pre-K, Elementary School

Distance From Work- Other

Satisfaction Rankings-

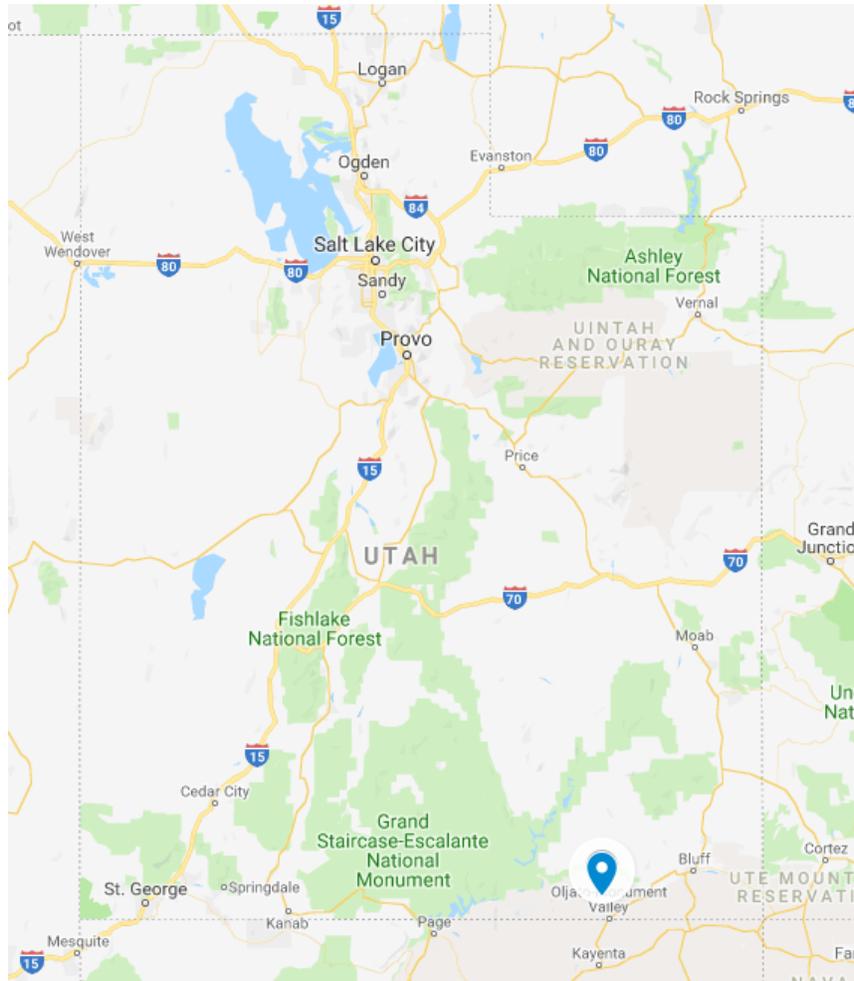
- How satisfied are you with your access to collaboration tools, allowing you to connect with other teachers in your content area or grade level?
  - 50
- How informed did you feel about life in your rural community, prior to starting your job at your rural school?
  - 21
- How satisfied are you with the technology resources (hardware, broadband access, software, etc.) available at your school?
  - 51

- How well does your community reach out to and embrace new teachers?
  - 51

Time in Community- 1-3 years

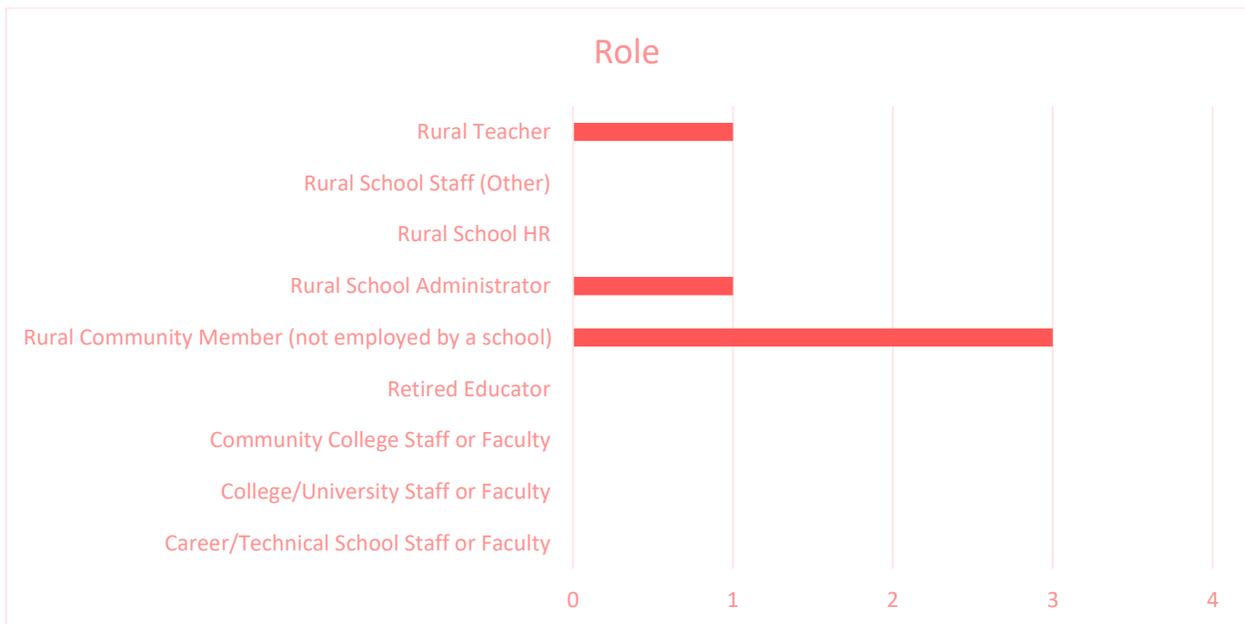
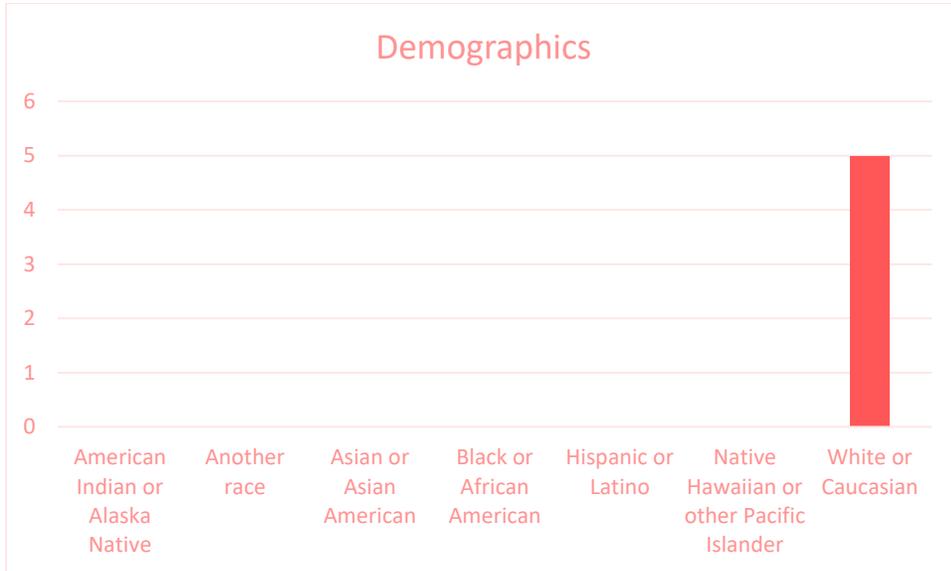
Barriers for recruitment/retention-

- Comparably low salary
- Lack of available jobs
- Limited broadband access
- Distance to amenities
- Lack of access to healthcare
- Lack of available housing
- Other- “only housing is district housing rentals/Navajo Nation”

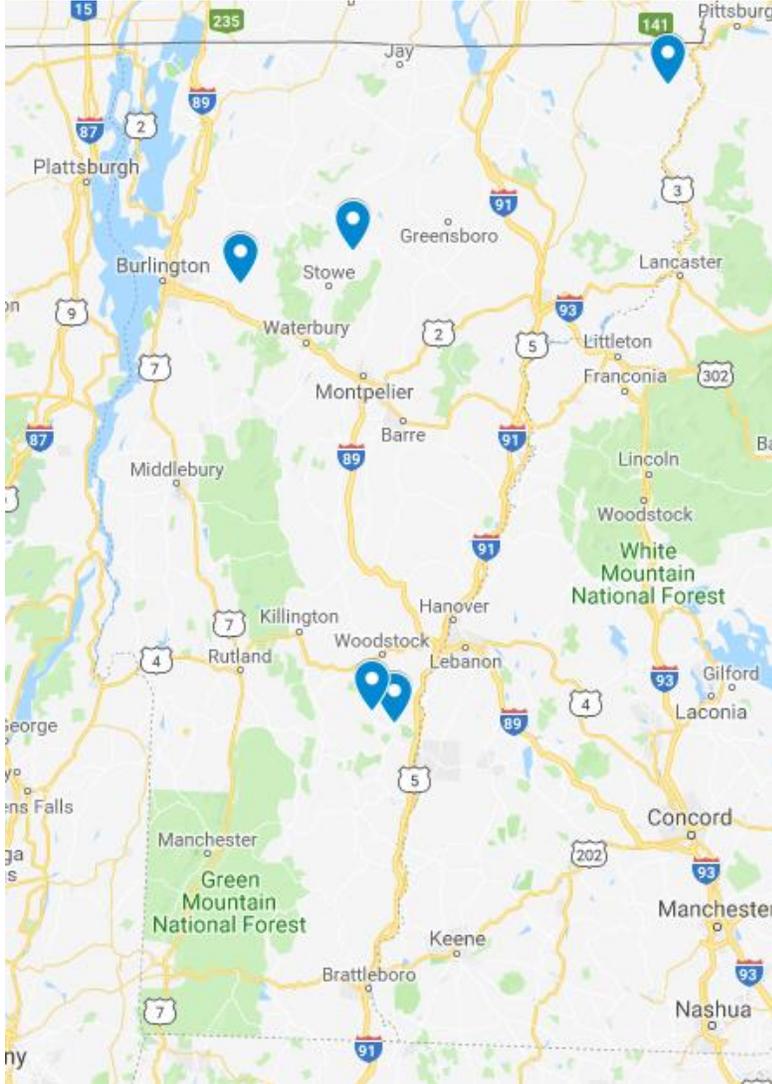
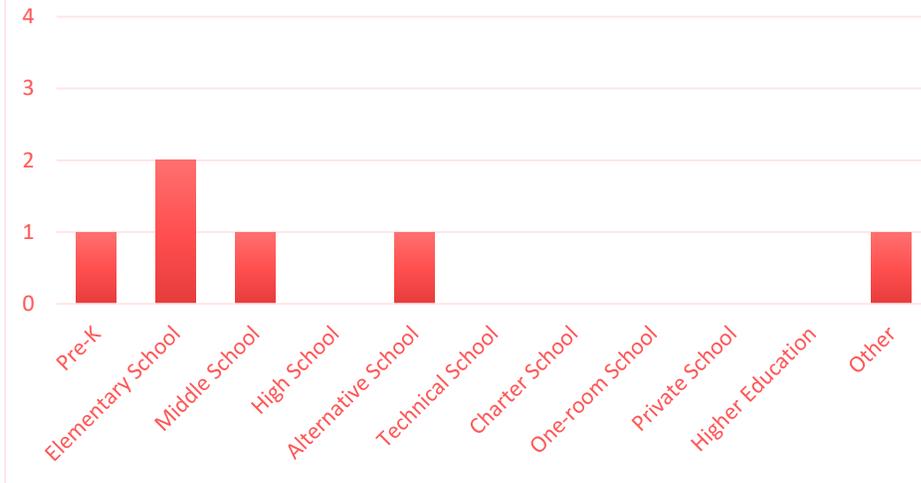


# Vermont

Total Submissions: 5



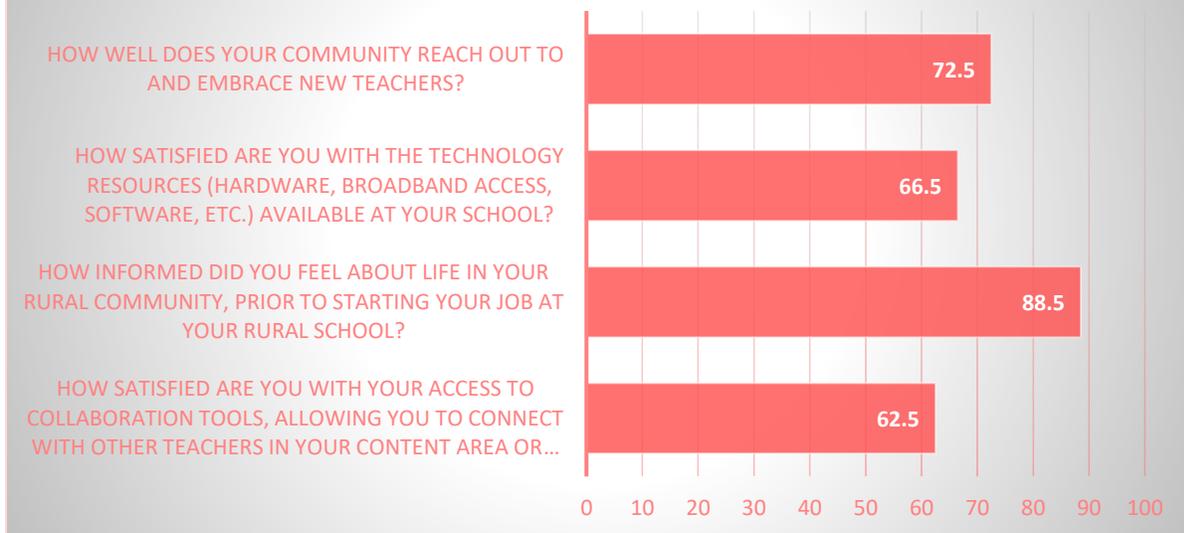
## School Type

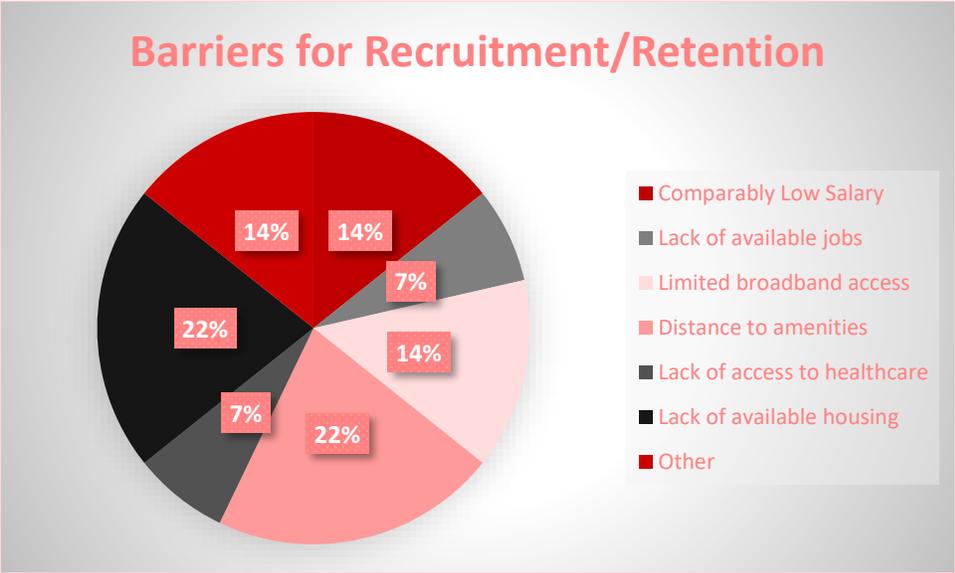


## Distance From Work



## Average of Satisfaction Rankings



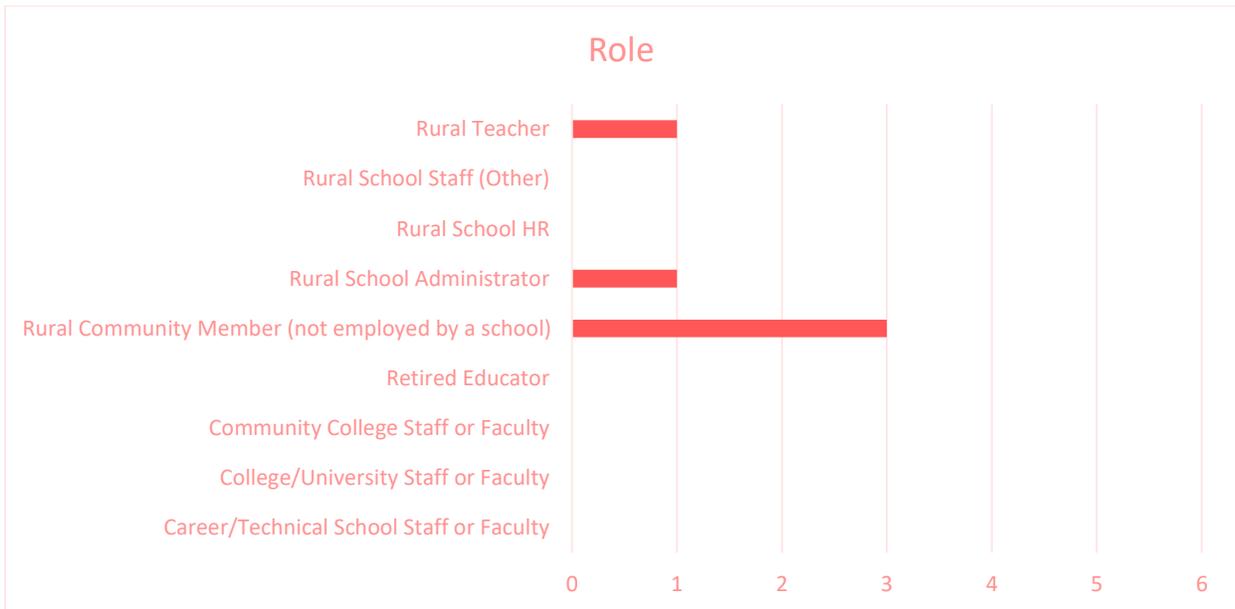
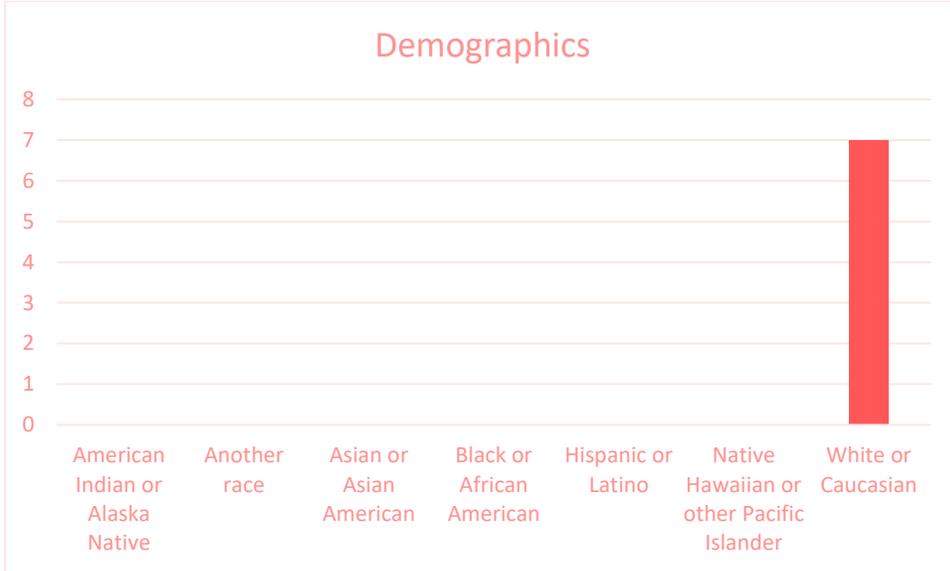


Additional Barriers:

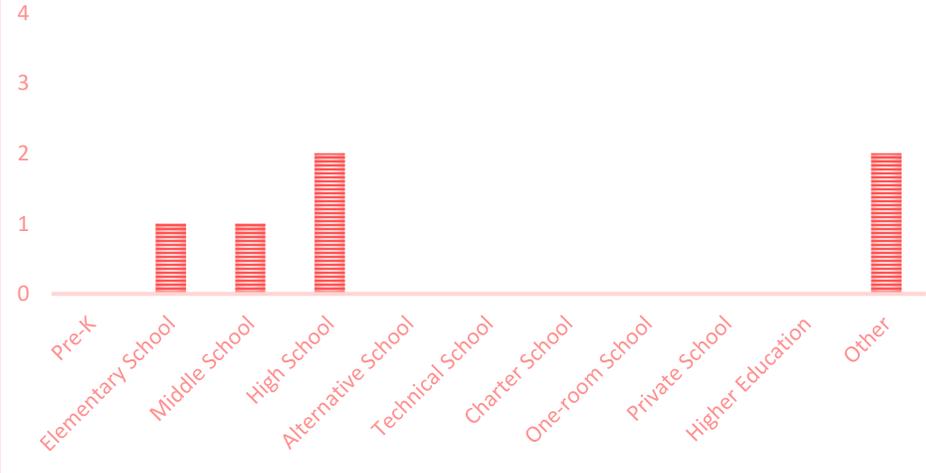
- Aging demographic, lack of young professional network, high taxes
- aging population

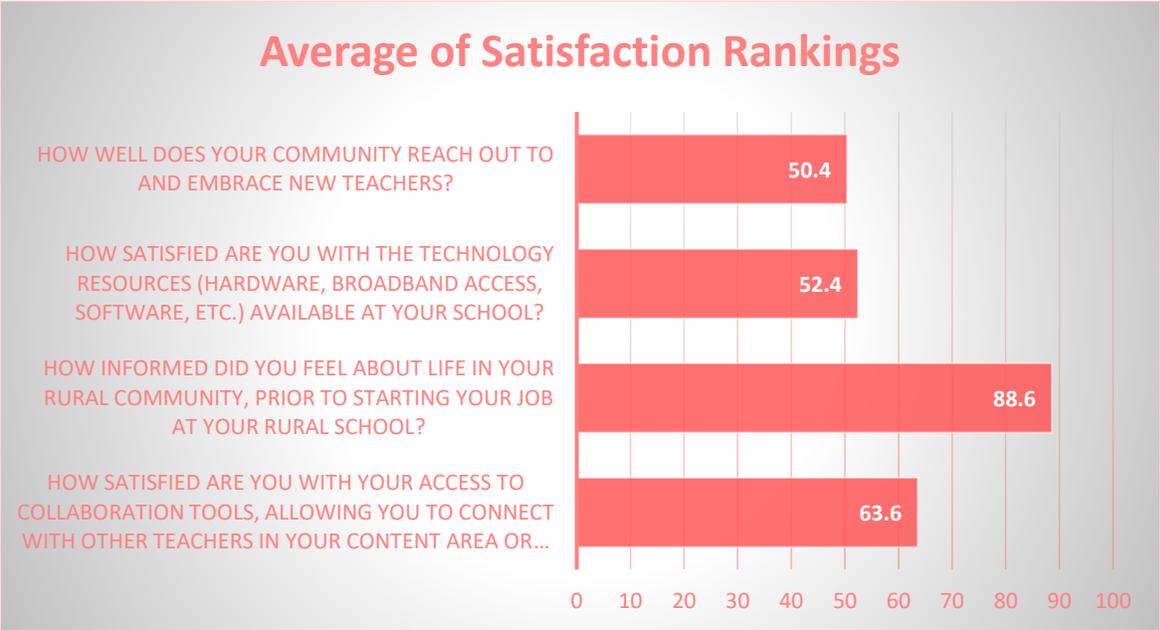
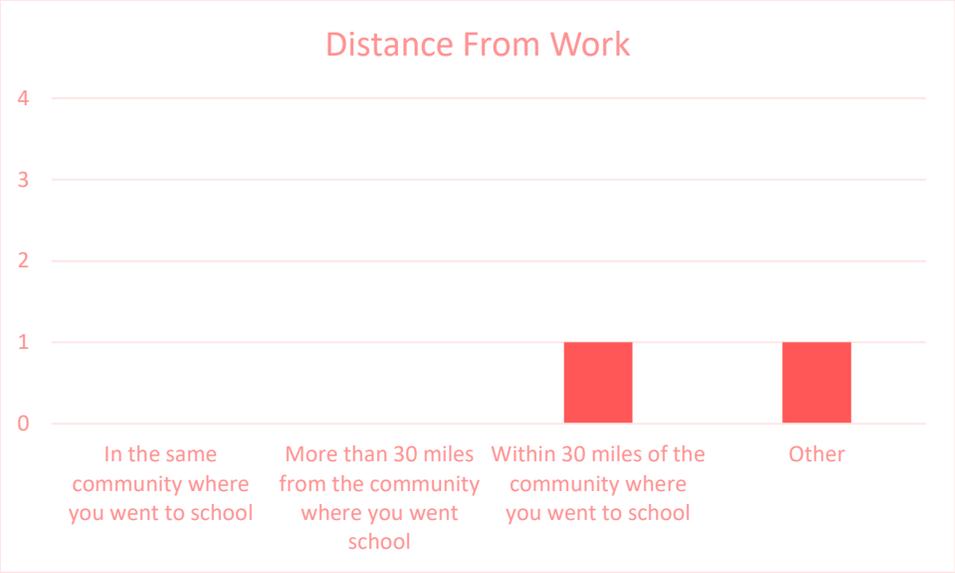
# Virginia

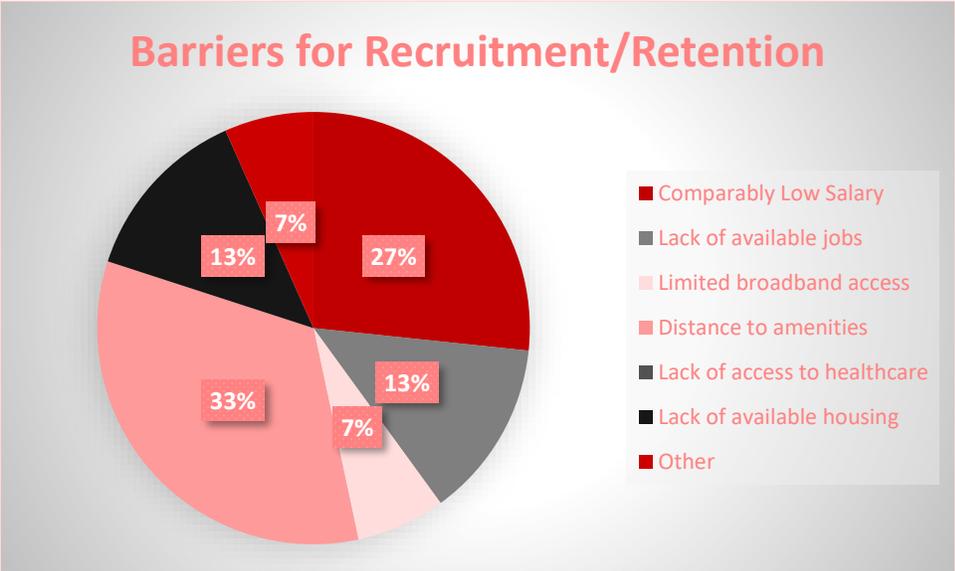
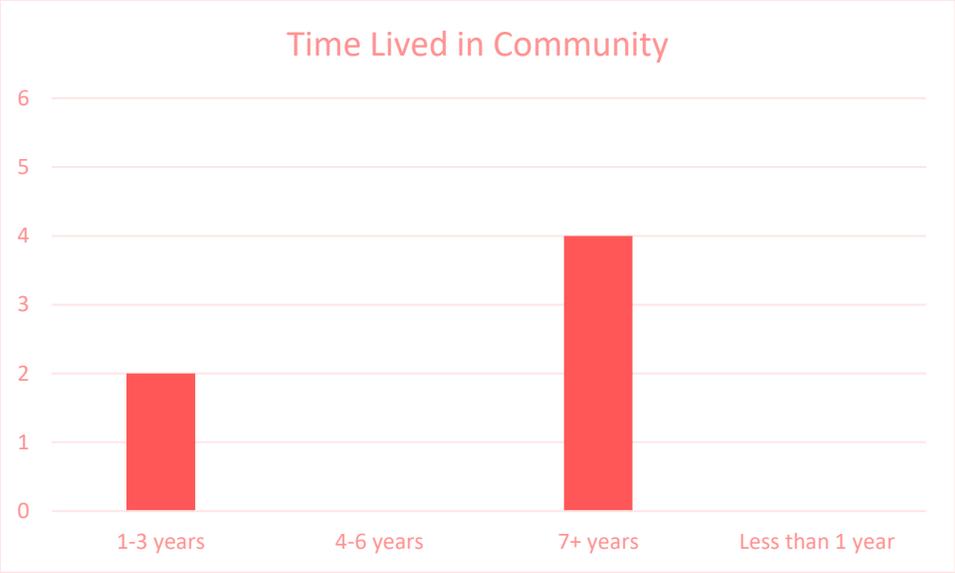
Total Submissions: 7



# SCHOOL TYPE





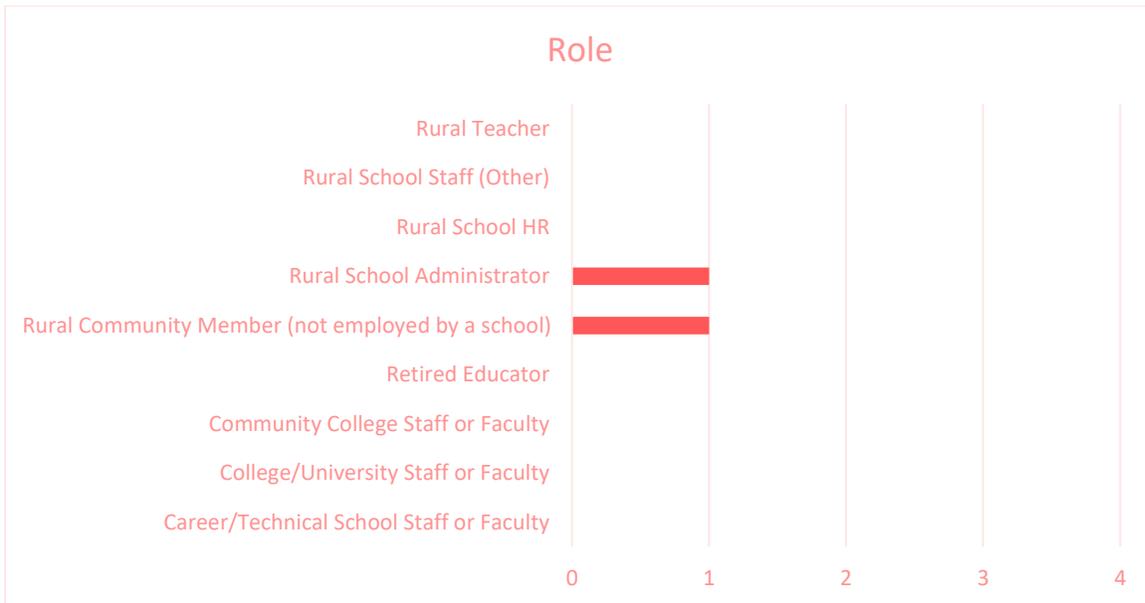
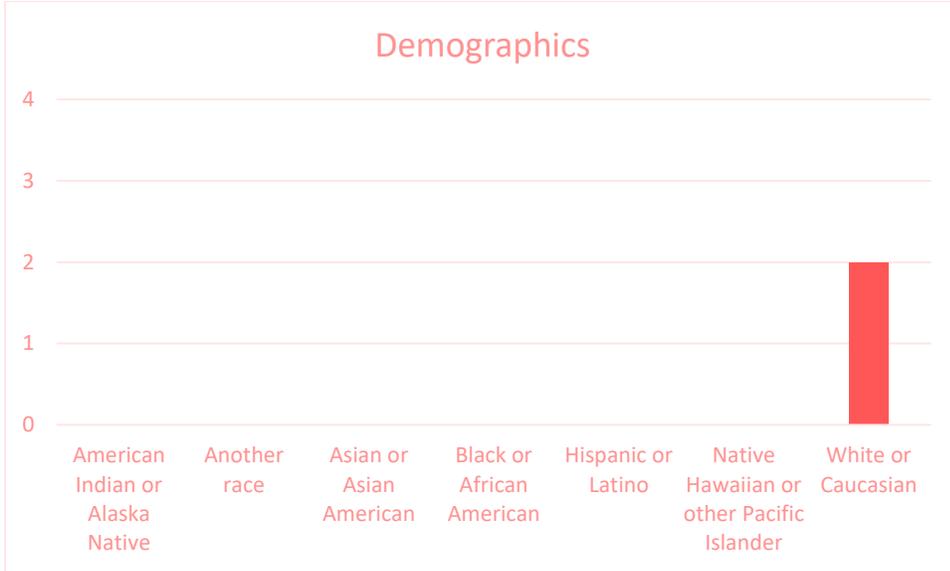


Additional Barriers:

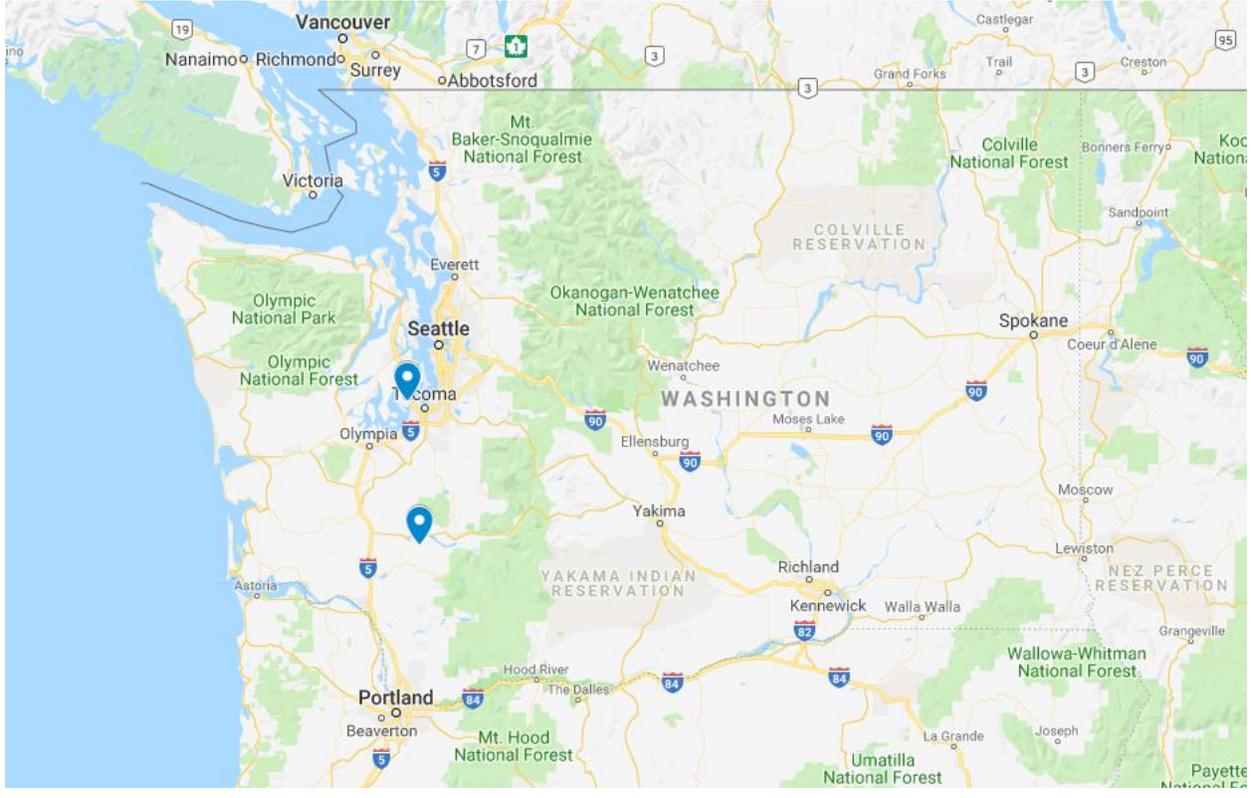
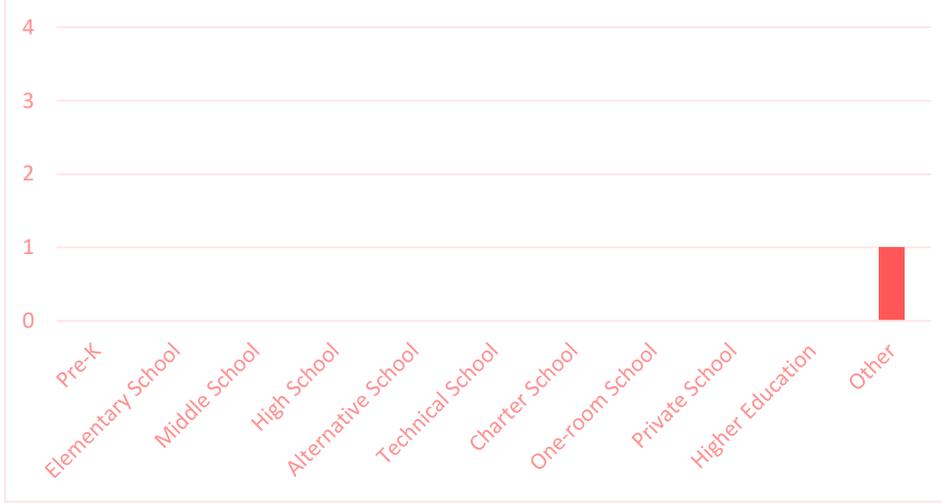
- politics/culture of most typical rural communities

# Washington

Total Submissions: 2



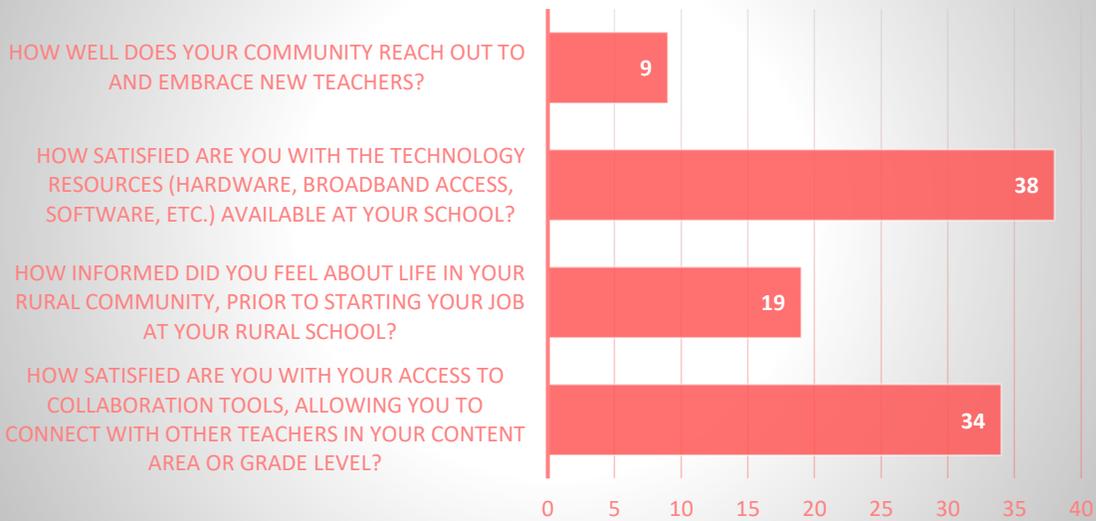
## School Type

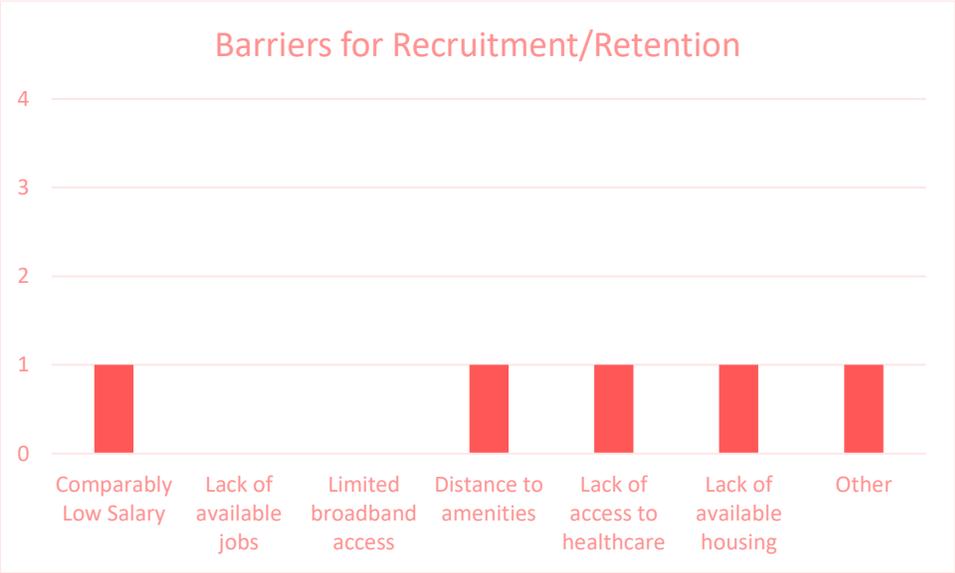
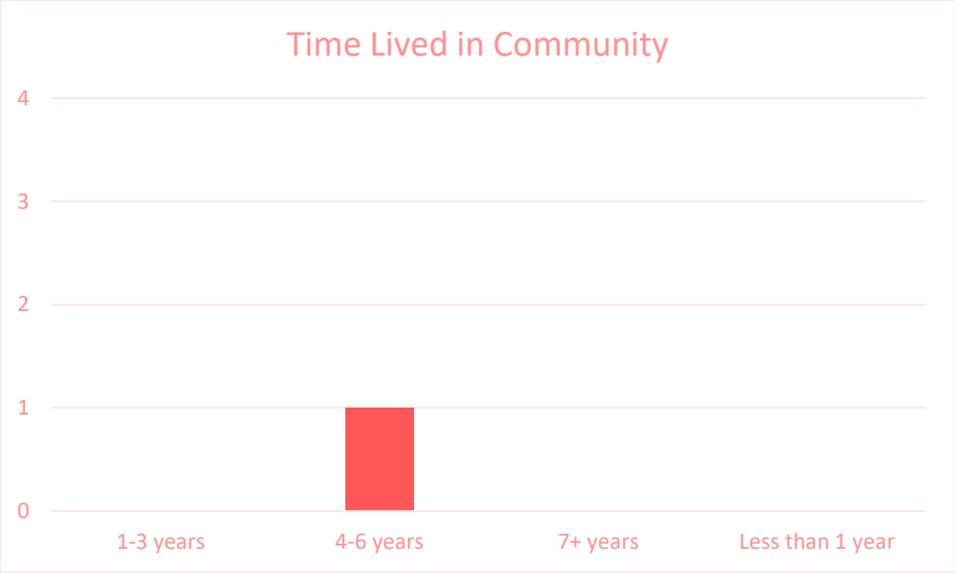


## Time Lived in Community



## Average of Satisfaction Rankings



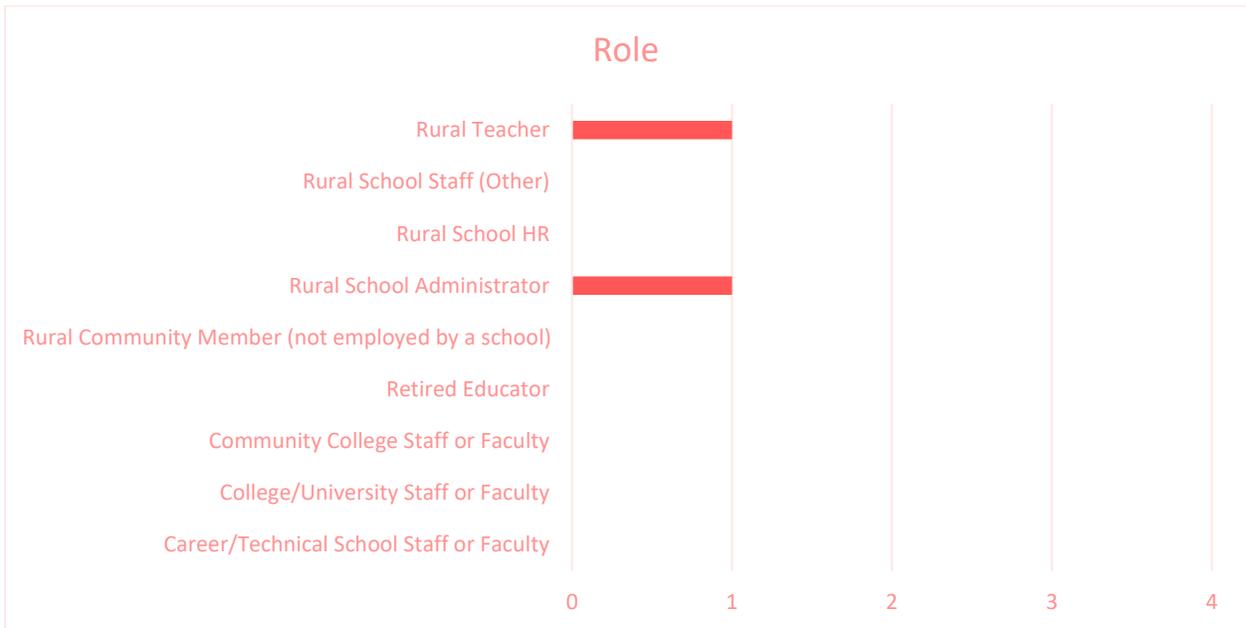
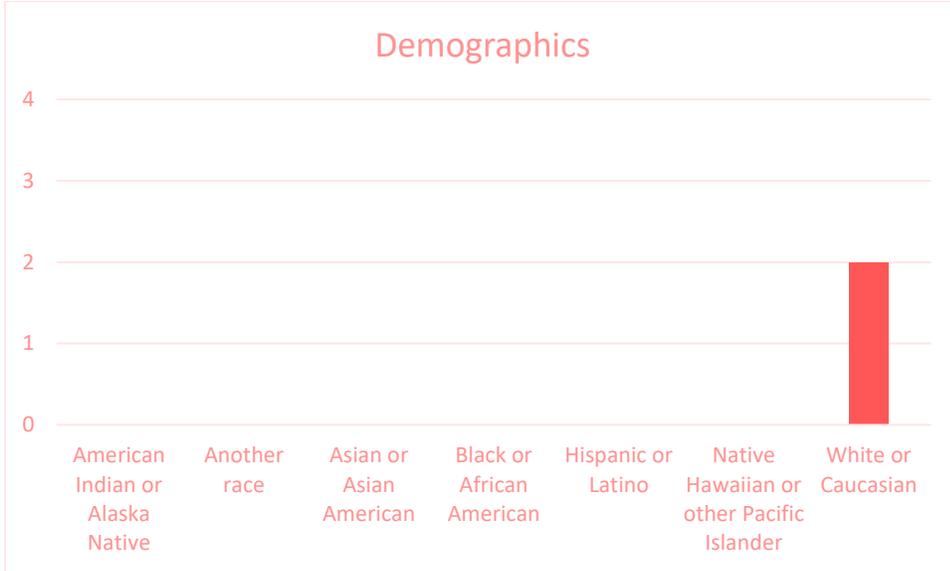


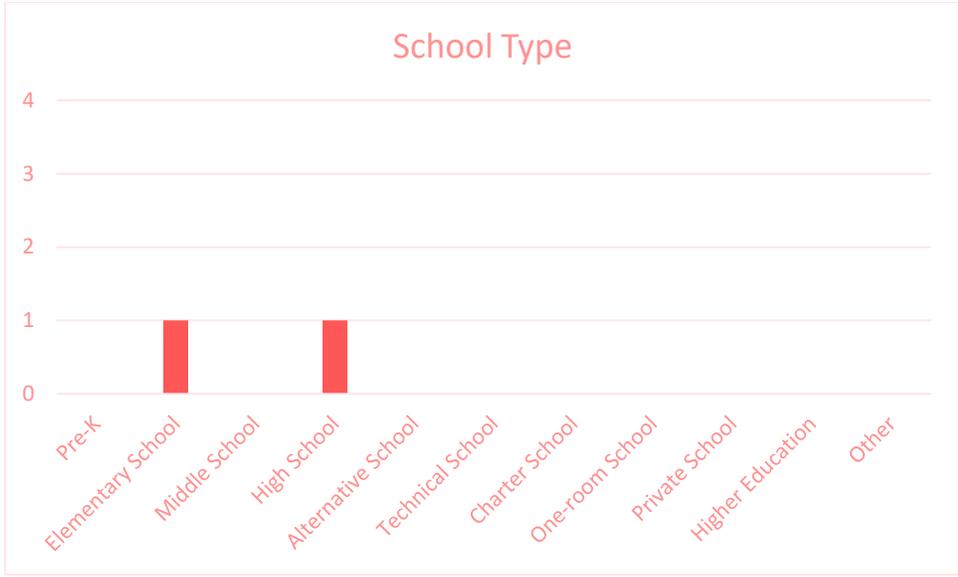
Additional Barriers:

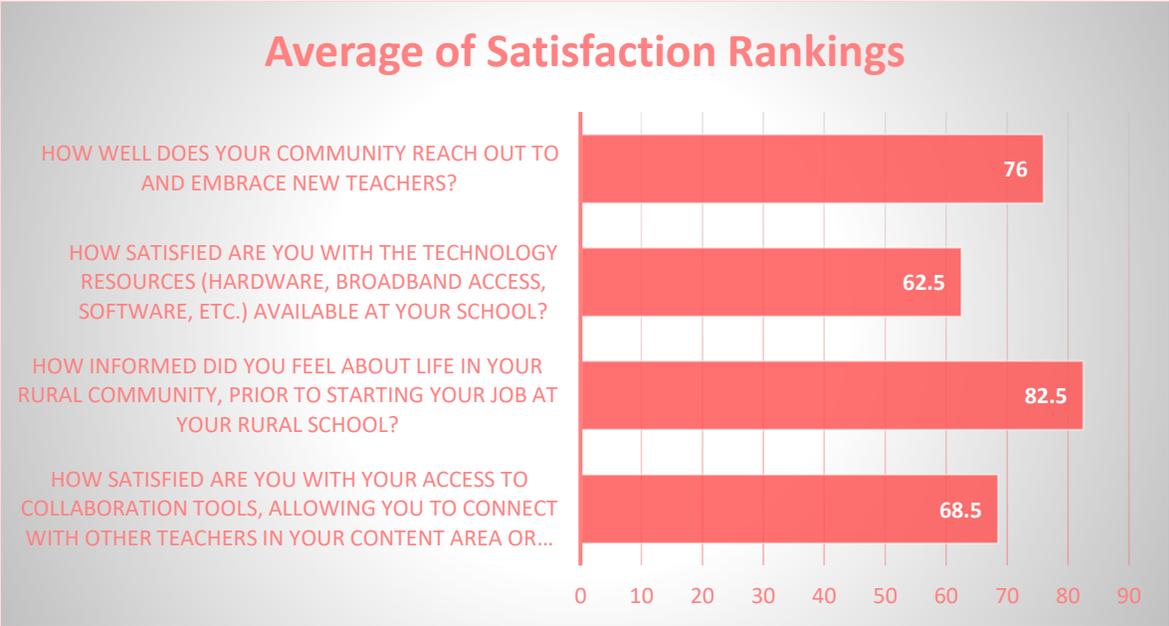
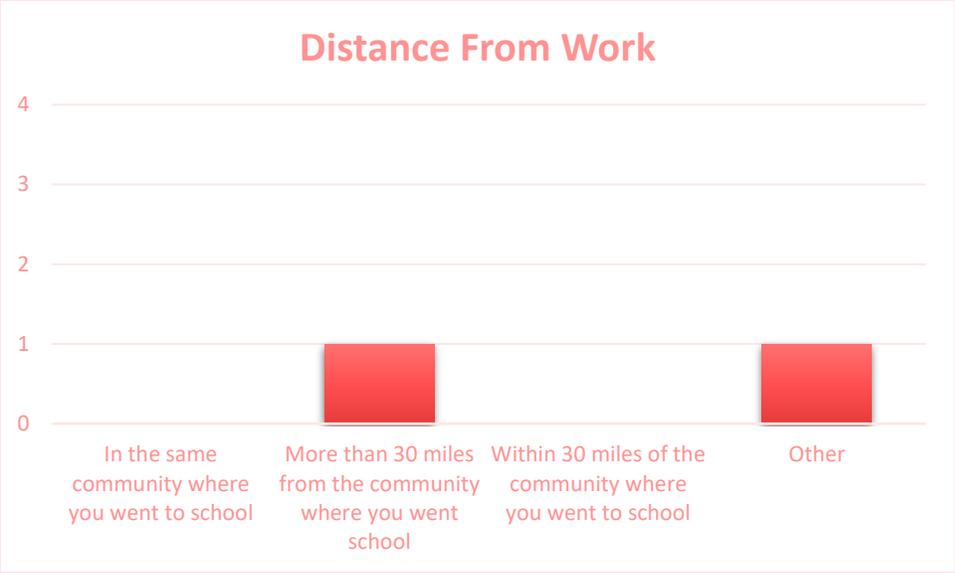
- Lack of social aspects, connections for new staff that are not from the area

# West Virginia

Total Submissions: 2





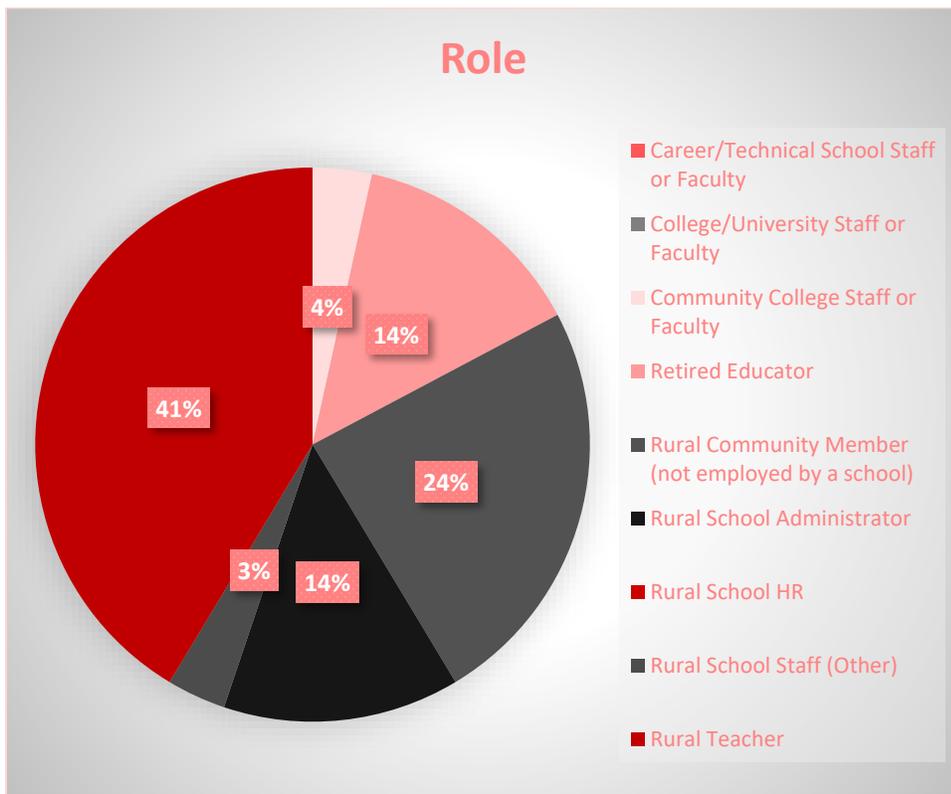
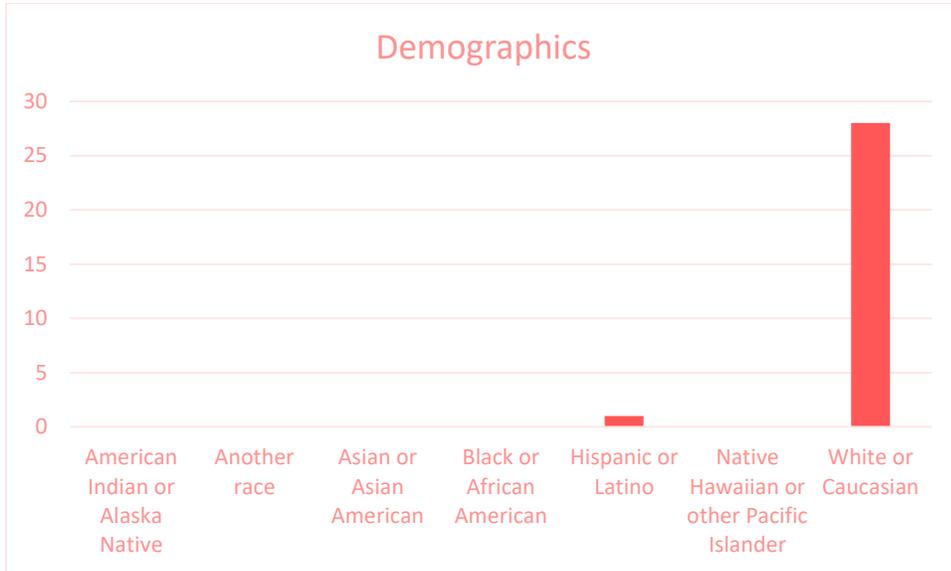


Time in Community- N/A

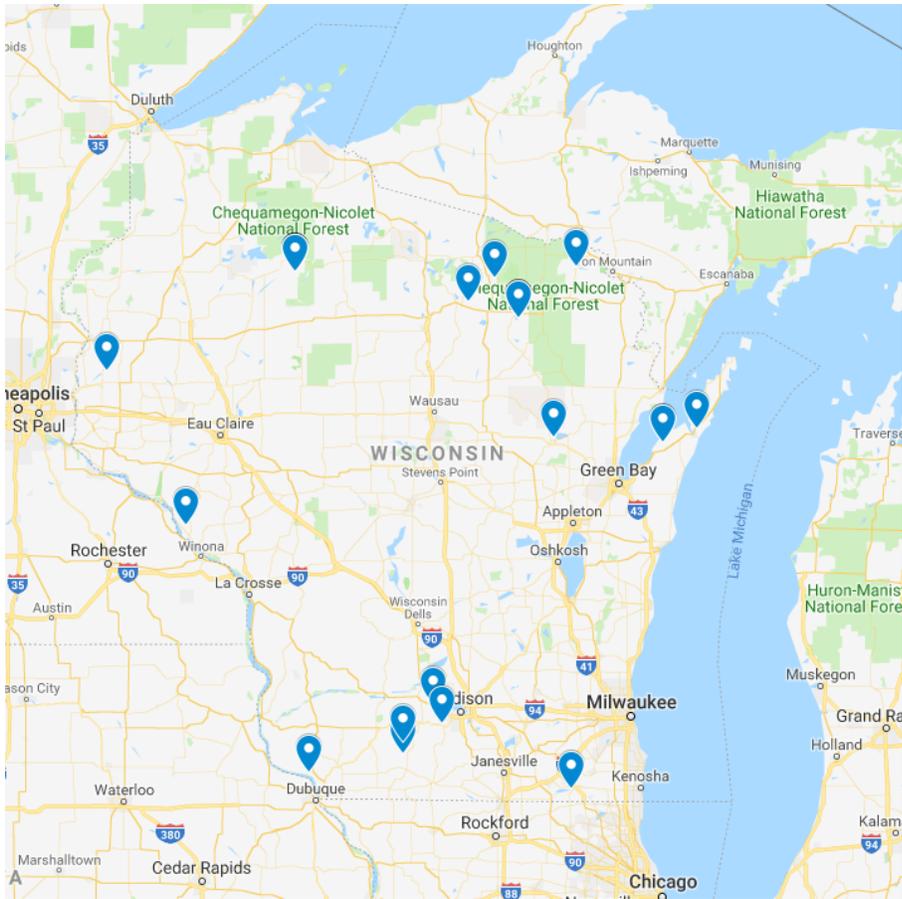
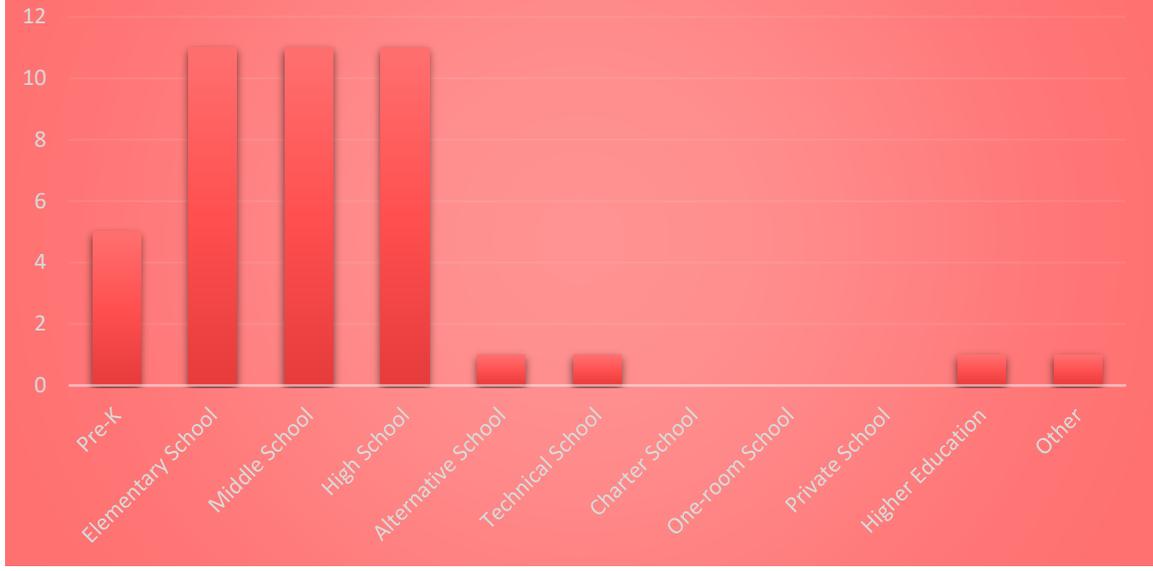
Barriers for Recruitment- N/A

# Wisconsin

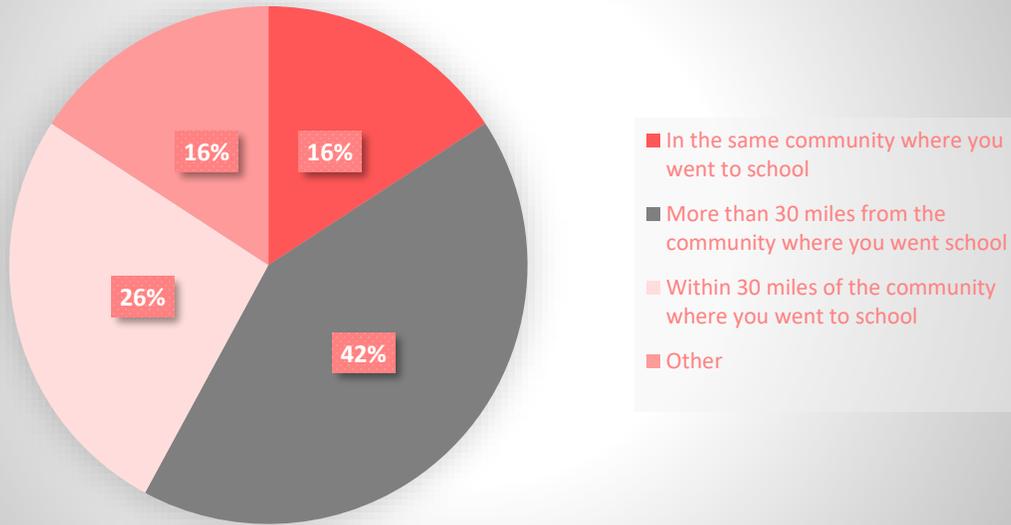
Total Submissions: 29



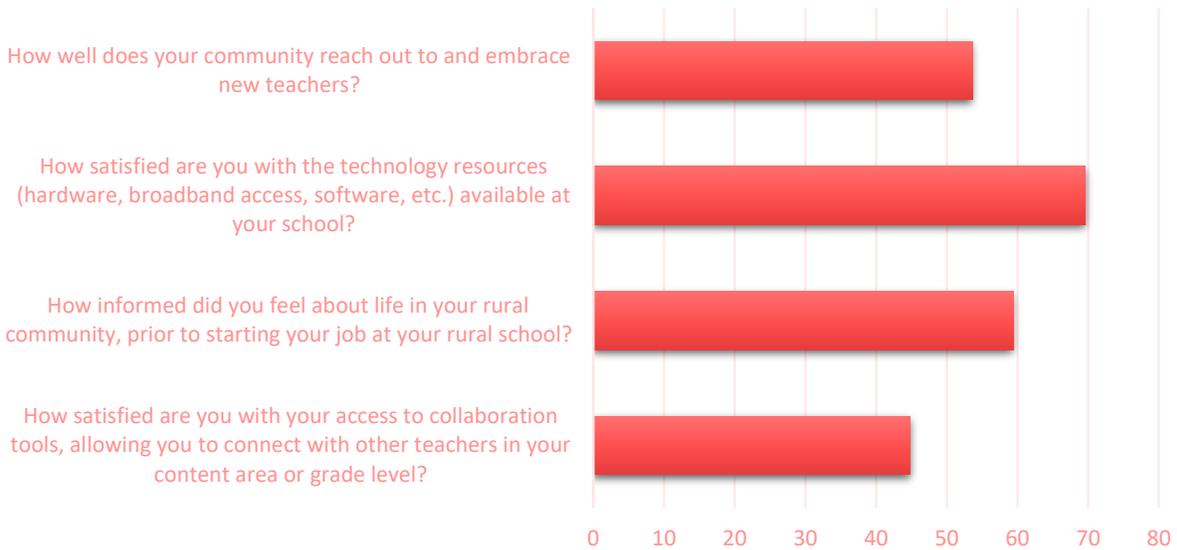
## School Type

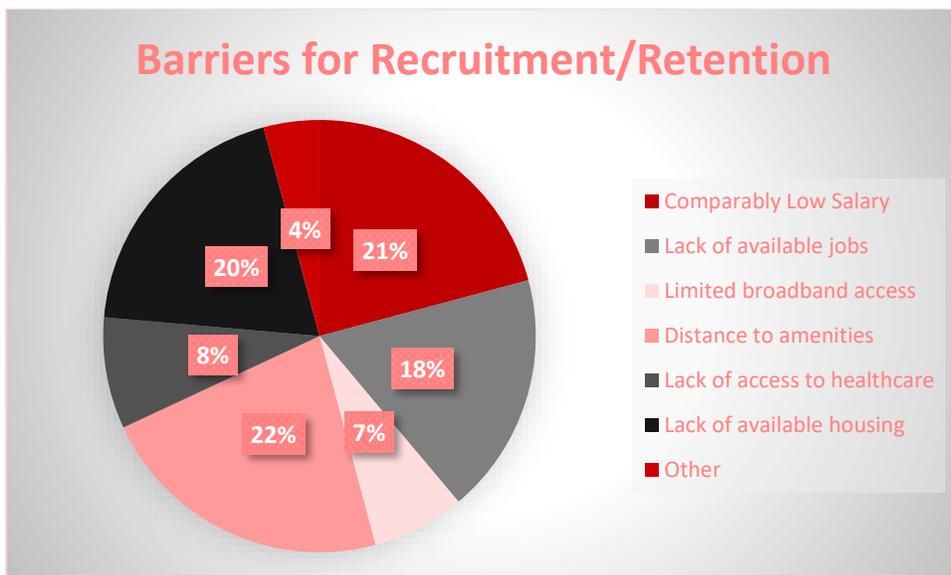
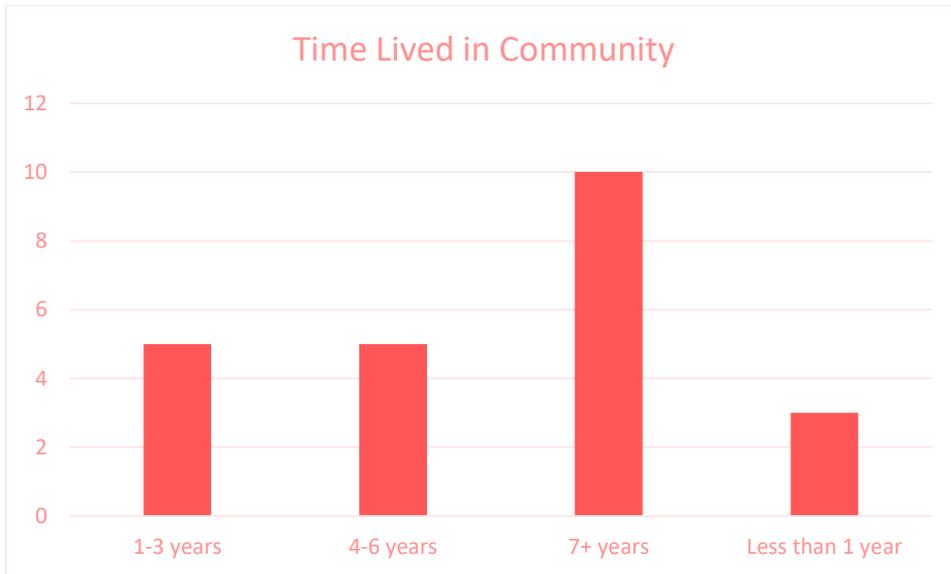


## Distance From Work



## Average of Satisfaction Rankings



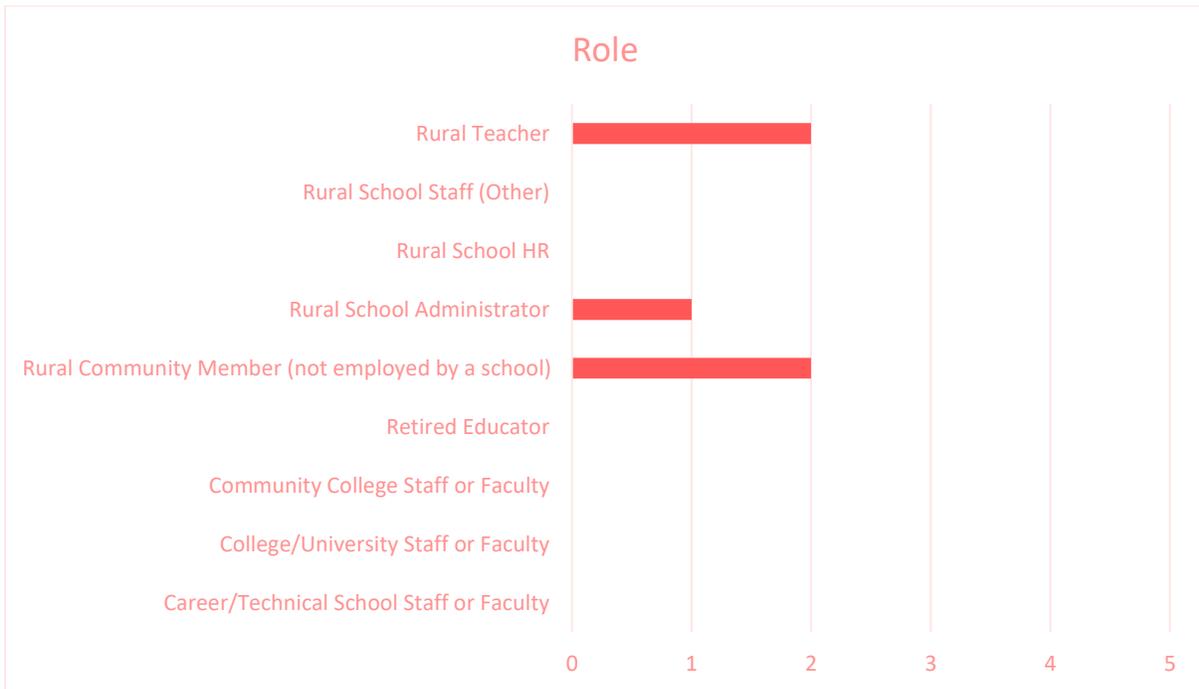
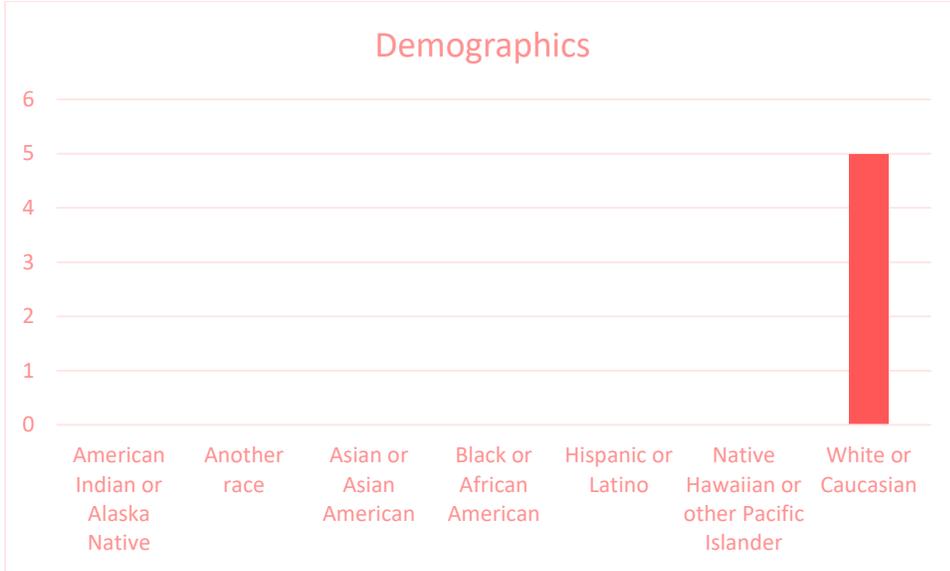


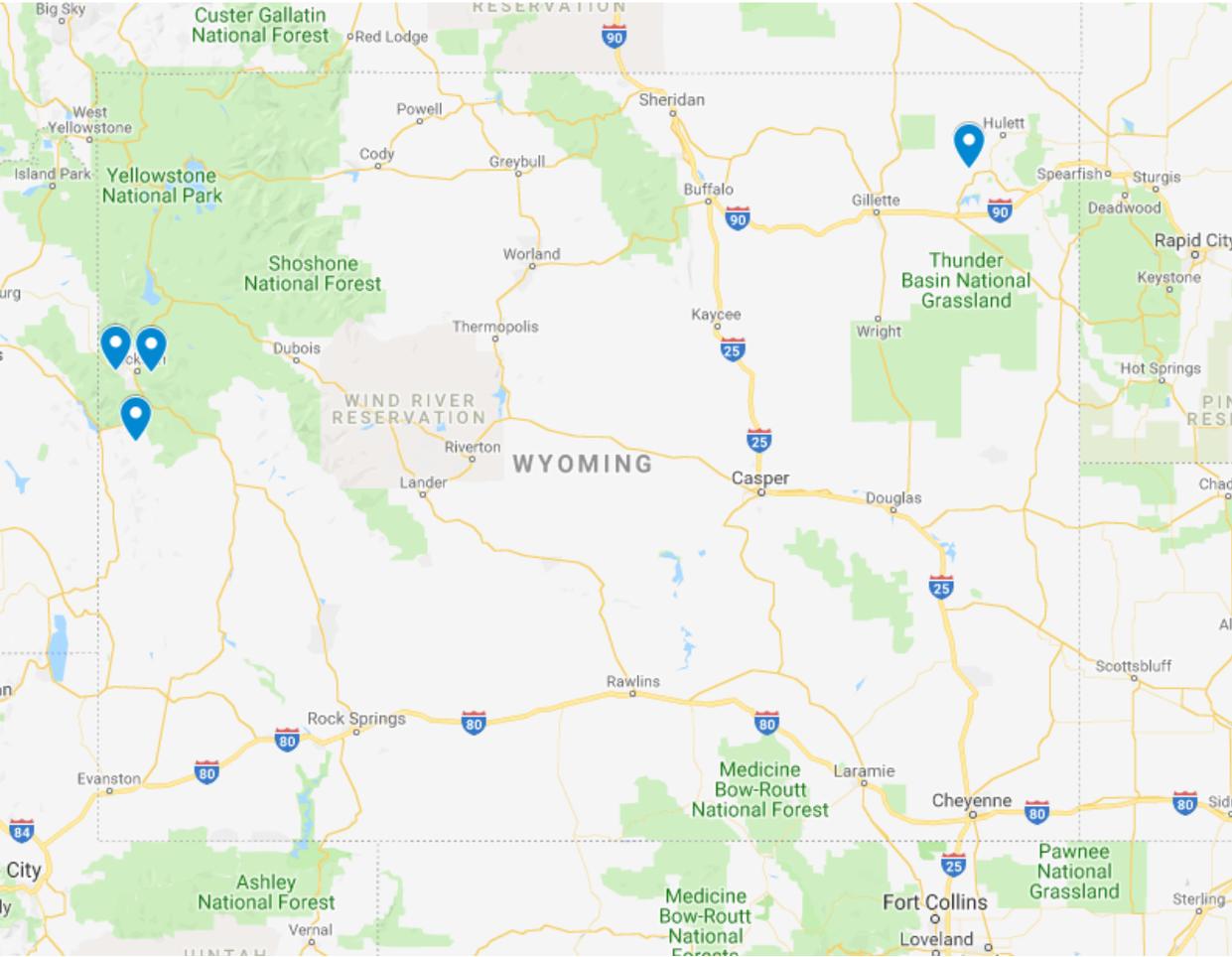
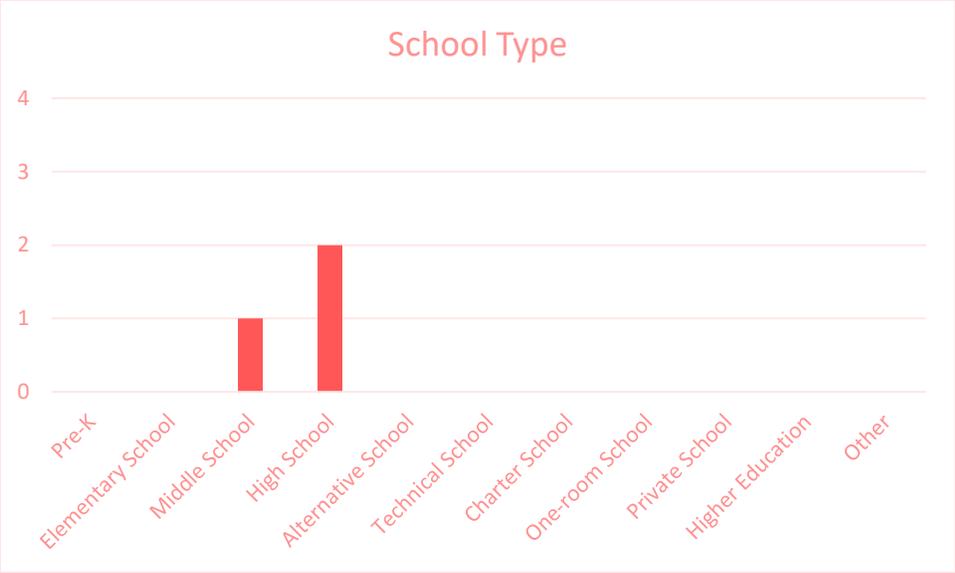
Additional Barriers:

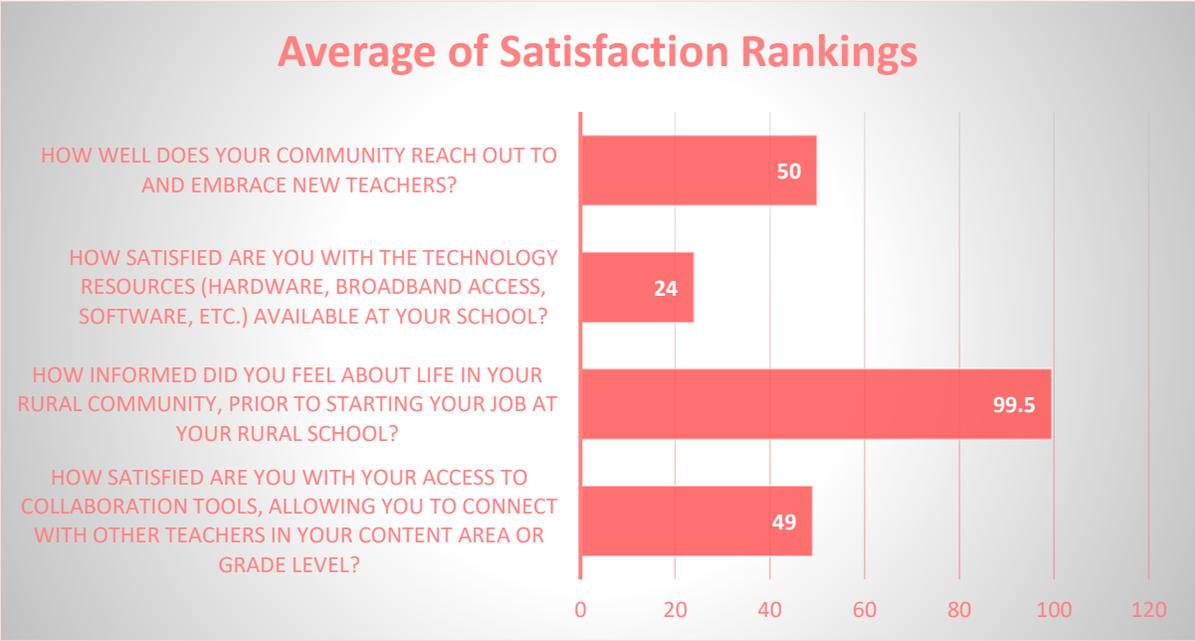
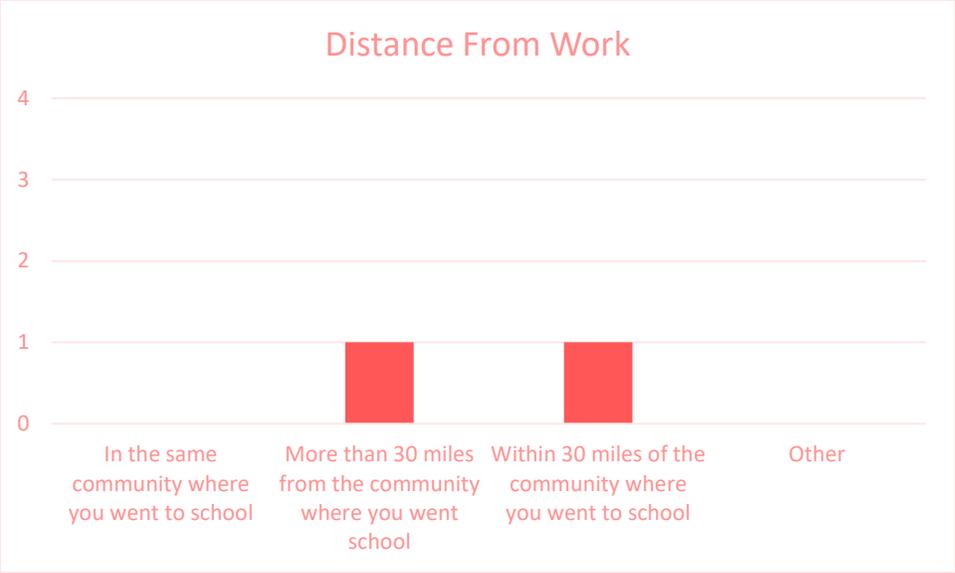
- Lack of affordable middle-class housing; we live in a high tourism amenity area that has pockets of lower-value housing. Little in between.
- Few child care opportunities
- distance to family

# Wyoming

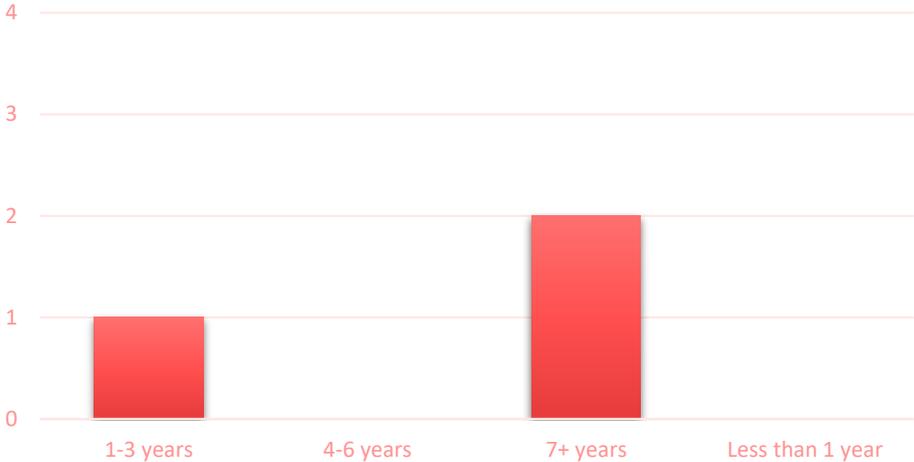
Total Submissions: 5







### Time Lived in Community



### Barriers for Recruitment/Retention

