

Educator Shortage Survey

Fall 2022 Administration for
the 2022-2023 Academic Year

learning loss early entry

workload

train

sick days

pipeline



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TABLE OF CONTENTS

<i>Executive Summary</i>	<i>3</i>
<i>Strategies to Enact Change.....</i>	<i>4</i>
<i>Educator Shortages.....</i>	<i>5</i>
<i>Response Rate.....</i>	<i>18</i>
<i>Policy Recommendations</i>	<i>19</i>
<i>Shortages Over Time</i>	<i>22</i>
<i>Appendices</i>	<i>24</i>

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IARSS Educator Shortage Survey

30%

of open teacher, support staff and special education positions remained unfilled or filled with someone less than qualified for the position.

79%

of school districts indicated they had a shortage of teachers for Fall 2022.

2728

open teacher, support staff and special education positions remained unfilled or filled with someone less than qualified for the position.

45%

of school districts reported worse shortages for Fall 2022 compared to Fall 2021.

68%

of school districts reported fewer applicants in Fall 2022 compared to Fall 2021.

Strategies to Enact Change

TODAY

- Increase state funding for K-12 schools
- Plug federal funding holes for educator resources
- Learn from what is working to recruit teachers in high-need areas
- Make teacher training more affordable
- Extend the helpful changes allowing substitutes and retired teacher to fill gaps.

TOMORROW

- Address the educator pipeline as a continuum
- Expand opportunities within classrooms for educator positions
- Establish a robust teacher recruitment system in Illinois
- Strengthen the state's educator prep programs through increased transparency
- Develop a statewide repository to share best practices

Executive Summary

The Illinois Association of Regional Superintendents of Schools (IARSS) has been conducting an annual survey of superintendents across all public schools in Illinois since fall 2017. This year's survey included responses from 690 public school districts, 80% of the districts across the state. Superintendent responses indicated that staffing concerns across the state are worse than in previous years. **Over 30% of posted teacher, special education and support staff (e.g., school counselors) positions went unfilled or were filled with a less than qualified hire (un/underfilled).** In the six years IARSS has conducted the survey, that's the highest percent of un/underfilled positions reported. In total, **2,728 teacher, special education and support staff positions were un/underfilled.**

Public school districts responding to the survey continue to employ the same strategies to support education when faced with an educator shortage. Combining classes, canceling classes, converting classes to virtual, utilizing current teachers and administrators to fill gaps, and combining roles remain common strategies. However, according to survey responses, these strategies place additional burden on current educators and impact their productivity, engagement with students and job satisfaction. Superintendents rated the workload as too demanding as the number one cause of educator shortages.

Beyond asking superintendents about staffing needs, this year's survey focused on strategies to combat the educator shortage. At the district level, district superintendents indicated that supporting current educators to complete additional endorsements and proactively working with education preparation programs to place student teachers increased their recruitment and retention of educators. At the regional level, district superintendents agreed that the Regional Offices of Education (ROEs) and Intermediate Service Centers (ISCs) advertising their open positions increased their recruitment of educators. At the state level, a majority of district superintendents indicated that extending the capacity of retired teachers to substitute and the number of days a substitute teacher can substitute increased their recruitment and retention of educators.

"I believe there is a problem with respect towards educators.

1. The lack of respect makes the profession seem lesser-than. 2.

The lack of respect makes communities not want to raise taxes for competitive salaries. 3.

The lack of respect from the private sector over the TRS program - years of being in the red on that account called for the Tier 2 retirement program - this scares people away. People will not enter this profession, which takes considerable criticism, without any type of monetary incentive either in the present or with a pension."

Elementary Superintendent in a Northeast, Suburban Area

Strategies to Enact Change

Illinois schools have been forced to address two main questions these last few years as they deal with a historic, painful educator shortage crisis:

- What do I need to do today to provide a quality education to my students?
- What do I need to do tomorrow to ensure we are not in this dire shortage situation again?

As noted in this sixth annual survey, the education community has worked productively with our policymakers in Springfield and in local school districts to ease shortage pain in various ways. Our committee of educational policy leaders and experts recommend focusing in these areas, divided by short-term (today) and longer-term (tomorrow) emphasis. More detailed explanations of each can be found later in this report.

TODAY

- **Increase state funding for K-12 schools:** More and stable dollars from Springfield allow schools to compete for teachers and fill openings.
- **Plug federal funding holes for educator resources:** Federal stimulus funds to support recruiting and retaining teachers ends in September 2023 and 2024, and policymakers here must step up to ensure these efforts continue without interruption.
- **Learn from what is working to recruit teachers in high-need areas:** Study how districts have used ESSER funds to provide incentives to teach in high-needs areas or help teachers with provisional licenses to earn full licensure in shortage subject areas and consider ways to expand on those efforts statewide.
- **Make teacher training more affordable:** Increase funding for minority teacher scholarships, tuition repayment programs and other State financial aid.
- **Extend the helpful changes allowing substitute and retired teachers to fill gaps:** This will ensure we have short-term aid as long as we need it.

TOMORROW

- **Address the educator pipeline as a continuum:** A systemic approach to our pipeline, starting with recruiting teachers in middle and high schools all the way through supporting the retention, leadership, and development of veteran teachers will provide many long-term benefits.
- **Expand opportunities within classrooms for educator positions:** Support those paraprofessionals and teaching assistants interested in earning their license to be a teacher in high-need subject areas by paying for their tuition costs and providing them with the ability to retain current salary and benefits as they earn their new license.
- **Establish a robust teacher recruitment system in Illinois:** A uniform state system brings together resources and programs to ensure more young people and career changers can easily get into and navigate the teacher pipeline.
- **Strengthen the state's educator prep programs (EPP's) through increased transparency:** More clarity will help districts develop smart partnerships and candidates make informed decisions about EPPs.
- **Develop a statewide repository to share best practices:** Expose more districts to practices working to address shortages elsewhere and solve problems.

Educator Shortages: Not Adequately Staffed

Educator Shortages

Not Adequately Staffed

The Illinois State Board of Education (ISBE) uses research-based guidelines to estimate the staffing, and associated funding, for school districts to fully serve all students. From the 2022 Illinois Report Card, 52% of districts participating in this survey had less than 75% Evidence Based Funding (EBF) to meet capacity (see Figure 1).

However, district superintendents lack adequate resources to fully understand their staffing needs according to EBF guidelines. Superintendents underestimate their staffing levels. Only one-third (32%) of districts who responded to this survey indicated that they were not adequately staffed according to guidelines for EBF established by ISBE.

From the 2022 Illinois Report Card, districts in the southern half of the state have lower capacity to meet expectations (see Figure 2). Districts in differing geographic areas struggle more with being adequately staffed. From survey responses, districts in the southeast area and west central area in particular struggle to be adequately staffed (see Figure 3).

"No subs available when staff have to be off due to illness or personal business. Classes sometimes have to be combined; administrators have to spend days teaching which does not allow them to complete other tasks. Lack of bus drivers and driver subs have forced us to cancel routes for a day or longer as there truly is no one to drive the bus."

Elementary Superintendent in West Central, Suburban Area

Figure 1: Not Fully Funded

Over half (52%) of districts had **less than 75% EBF to meet capacity** according to the Illinois report card.



Figure 2: %EBF to Meet Capacity by County

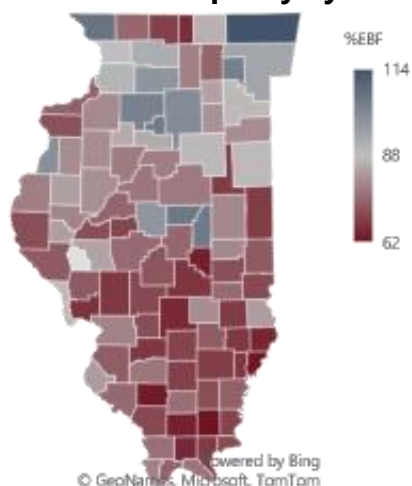
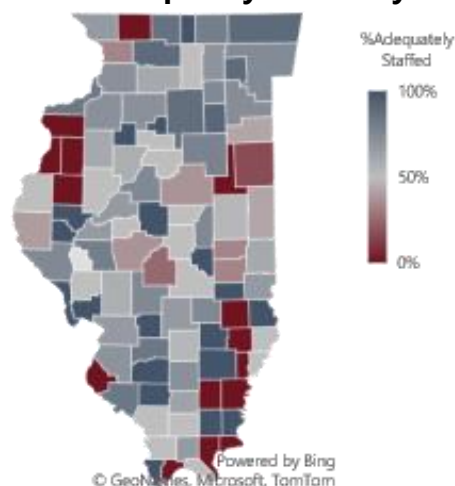


Figure 3: Not Adequately Staffed by County



Educator Shortages: Position Descriptions

Position Descriptions

Districts superintendents were asked about their perceptions around educator shortages for seven broad categories of staff: teachers, support staff, special education, administrators, substitutes, paraprofessionals, and non-licensed staff. Superintendents were provided the following definitions of staffing positions based on ISBE guidelines for licensure.

TEACHERS requires Professional Educator License (PEL) and includes Early Childhood, Elementary, Middle, Secondary (High School), CTE, Specials (such as Bilingual, World Languages, Health, etc.), Supervisory, and Teacher Leader.

SUPPORT STAFF requires PEL with additional endorsements and includes Social Workers, Counselors, Psychologists, Nurses and Speech-Language Pathologist.

SPECIAL EDUCATION requires PEL with additional endorsements and includes Learning Behavior Specialist I and II (such as General Special Education, Blind or Deaf, etc.)

ADMINISTRATORS requires PEL with administrative endorsement and includes Chief School Business Official, Director of Special Education, Principal and Superintendent.

SUBSTITUTES requires Substitute license and includes daily substitutes and long-term substitutes.

PARAPROFESSIONALS requires ELS-PARA license and includes paraprofessionals, teachers' aides or instructional assistants.

NON-LICENSED STAFF do not require education license and includes custodial/maintenance, bus drivers, cafeteria workers, secretaries, etc.

" Teachers are being asked to cover more due to substitute shortages. Our custodial and kitchen workers are not fully staffed and have no subs available."

Unit Superintendent in Northwest, Rural Area

Educator Shortages: Perceived Severity

Perceived Severity

Districts superintendents rated their perceptions of the educator shortage across the seven staffing areas. Shortages for substitutes were a minor to very serious problem for 92% of districts (see Figure 4). While lower than the other six areas, 36% of responding districts had minor to very serious shortage problems for administrators.

Figure 4: Severity of Shortages

79% of districts reported **minor to serious problems** with teacher shortages compared to 21% who reported **little to no problems**.

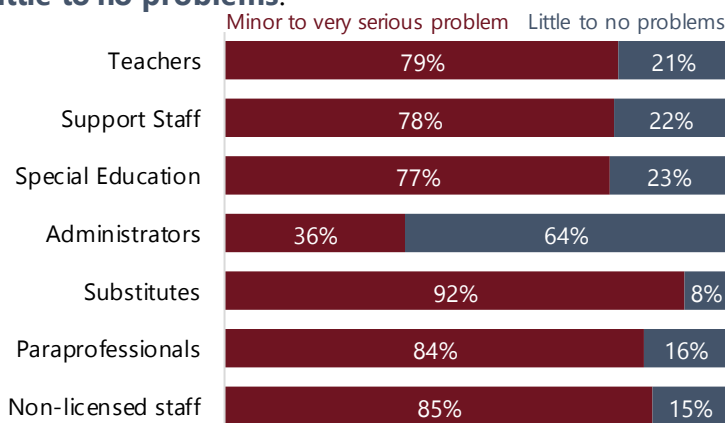
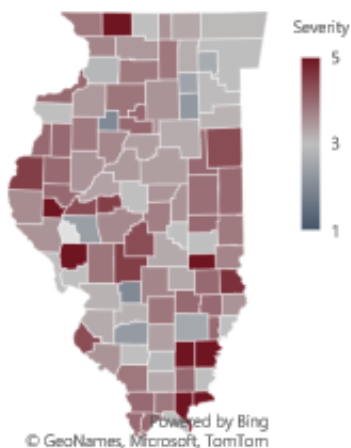


Figure 5: Severity of Teacher Shortages



The severity of educator shortages varies greatly by county (see Figure 5). However, counties that reported more serious shortages in one area appear to have higher shortage problems in all seven areas. This suggests that counties that struggle with educator shortages have shortages throughout the district. For example, Vermillion County (with 7 reporting districts) had average severity ratings of minor to severe for all seven staffing positions, ranging from 2.0 out of 5 for administrators to 5.0 out of 5 for substitutes (see Appendix A for breakdowns by geographic area, district type and rurality).

Figure 6: Severity of Support Staff Shortages

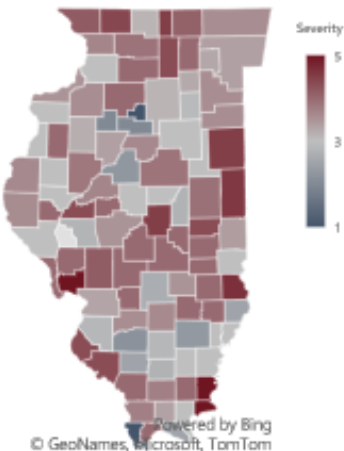


Figure 7: Severity of Special Education Shortages

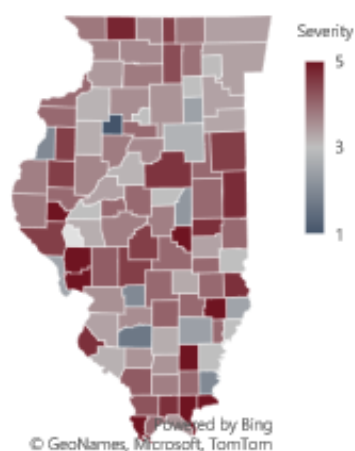
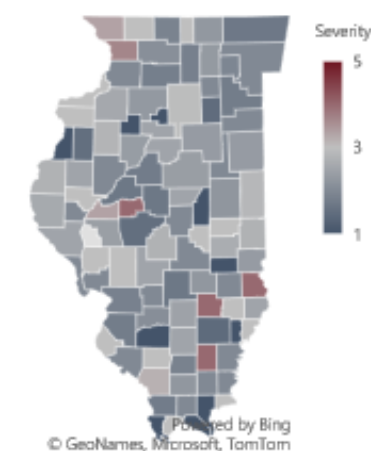


Figure 8: Severity of Administrator Shortages



Educator Shortages: Perceived Severity

Figure 9: Severity of Substitute Shortages

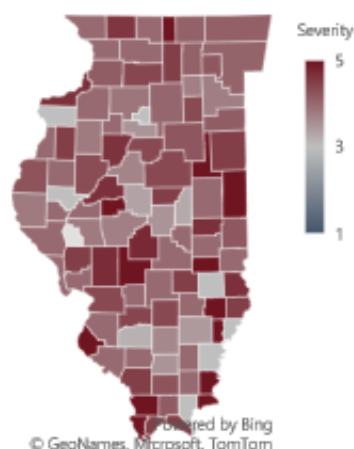


Figure 10: Severity of Para-professional Shortages

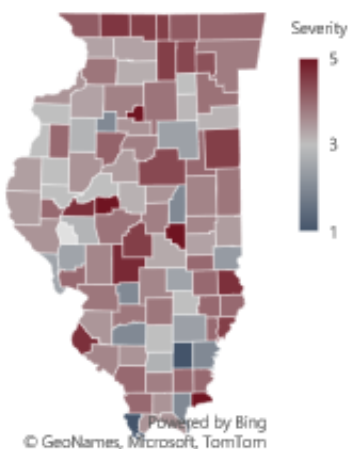


Figure 11: Severity of Non-licensed Staff Shortages

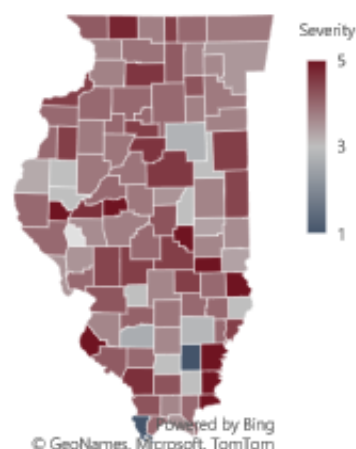
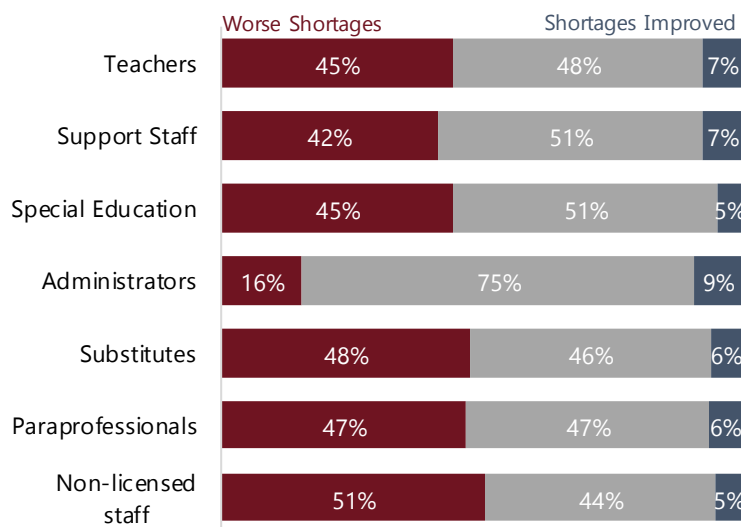


Figure 12: Fall 2022 Compared to Fall 2021

45% of districts reported teacher shortages were **worse** this past fall, while 48% reported **about the same** as last fall and 7% reported **better** than fall 2021.



Roughly half of districts reported shortages were worse in fall 2022 than in fall 2021 for all positions except administrators (see Figure 12). Less than 10% of districts reported educator shortages improved compared to last fall across all seven staffing positions.

"At this time, I am working with 8 people in positions that are not certified to do. We could not even find a qualified 3rd grade teacher. We have filled in two principal positions with unqualified individuals. This is at crisis level."

Unit Superintendent in East Central, Rural Area

Educator Shortages: Quality of Applicants

Quality of Applicants

Across all seven position types, districts reported more than half of applicants were qualified for the position (see Figure 13). Special Education (20%) and non-licensed staff (22%) had the most districts who reported applicants who were not qualified. Administrator positions had the highest percent of districts (85%) who reported most applicants were qualified.

While the quality of applicants appears to remain high, the number of applicants continues to decrease. In special education, 72% of districts reported fewer applicants (see Figure 14). Less than 10% of districts reported more applicants across all seven staffing positions.

"The question isn't how many unfilled positions we have, because we are filling positions with bodies, many times unqualified."

Unit Superintendent in West Central, Town Area

Figure 13: Qualified Applicants

85% of districts reported **more than half** of applicants for administrator positions were qualified, 8% reported **about half** the administrator applicants were qualified, and 6% reported **less than half** the administrator applicants were qualified.

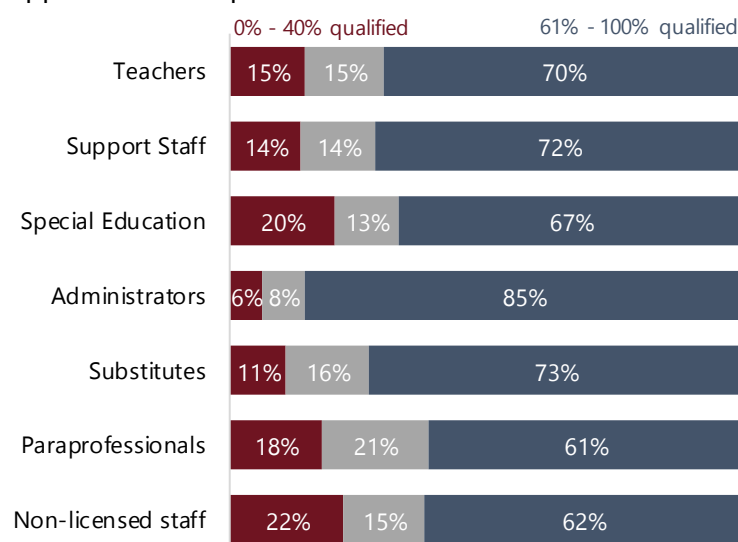
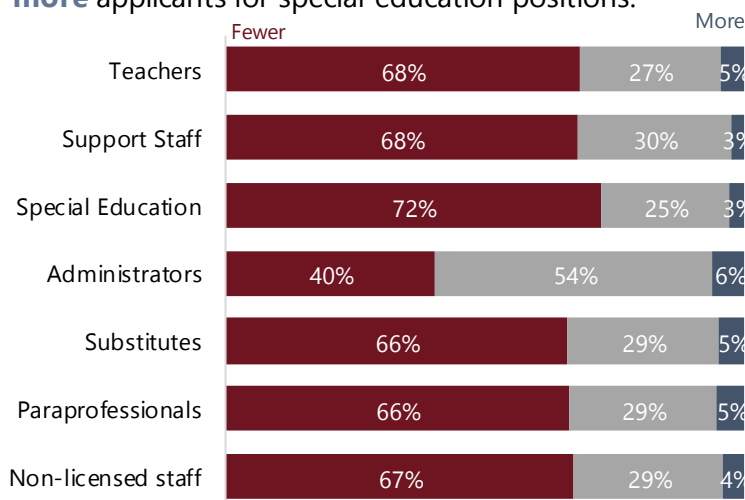


Figure 14: Number of Applicants

72% of districts reported **fewer** applicants for special education positions compared to fall 2021. 25% reported **about the same number**, and 3% reported **more** applicants for special education positions.



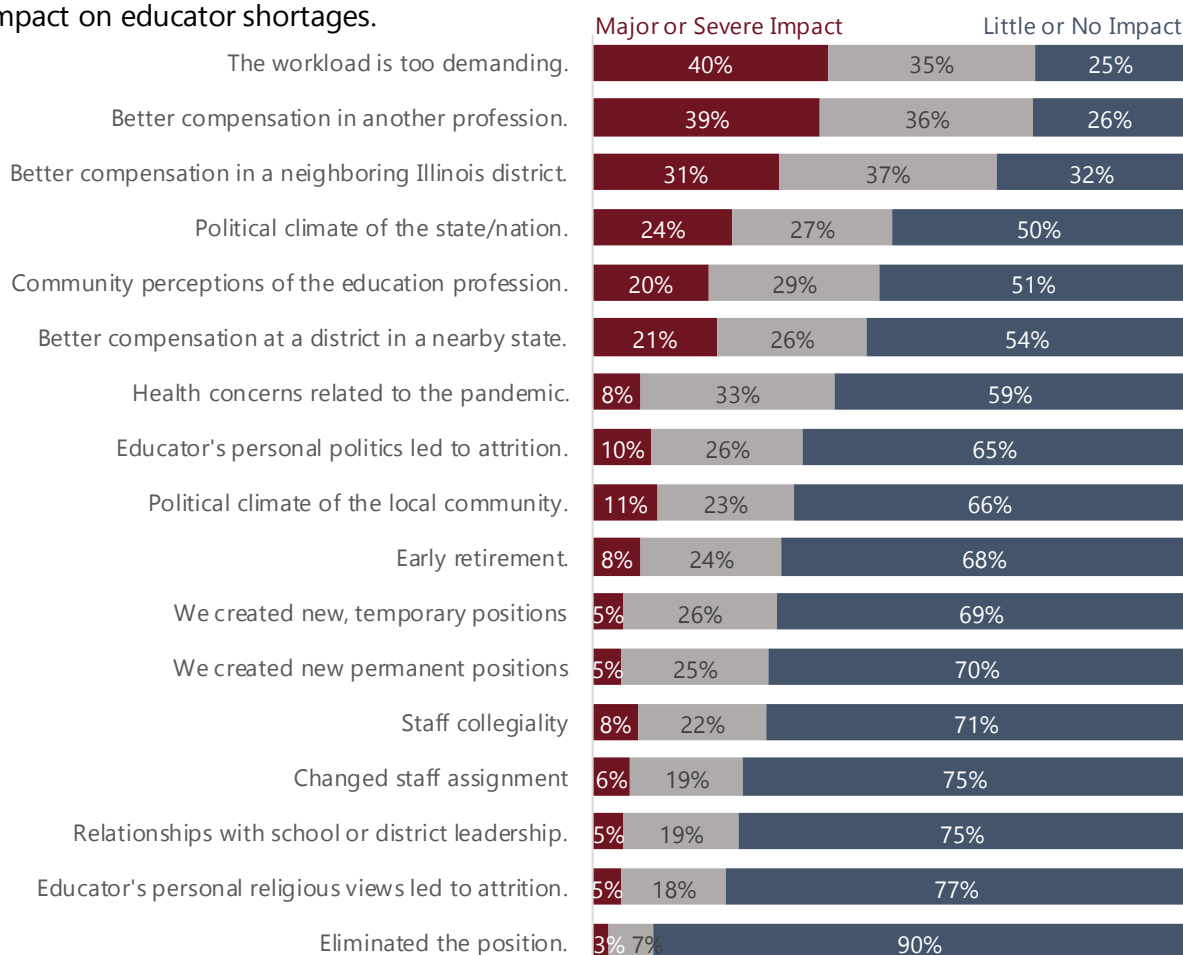
Educator Shortages: Causes of Shortages

Causes of Shortages

District superintendents indicated that an over-demanding workload was a major cause for educator shortages. For 40% of districts, educator workload had a major or severe impact on recruiting and retaining educators (see Figure 15). Better compensation in other professions was reported by 39% of districts as having major or severe impact on recruitment and retention. Causes such as eliminating positions, new temporary positions and new permanent positions had little to no impact for most districts.

Figure 15: Cause of Shortages

40% of responding districts indicated the workload is too demanding as a major or severe impact on educator shortages.



"I feel the majority of the educator shortage is caused by a several different issues. 1. Difficulty of getting licensed. You have to jump through too many hoops to get licensed. ISBE should end the many requirements all related to making sure Pearson gets paid. We rarely see any candidates that go the traditional route of attending an Illinois College to get licensed. Most of our teacher candidates now are going through online programs and getting licensed in other states and then transferring their license to Illinois. 2. Overall Low Pay- \$40K after a bachelor's degree is not enough. 3. Working until you're 67 for full retirement. 4. Political Climate- Poor mandates passed by legislators that have an agenda."

Unit Superintendent in Southeast, Rural Area

Educator Shortages: Open Positions

Open Positions

TEACHERS

For fall 2022, districts posted 6,524 teacher positions. Of those positions, one quarter (25%), 1,647 positions, went unfilled or were filled with a less than qualified hire (un/underfilled). Elementary education¹ and Bilingual education had the highest number of un/underfilled positions (see Figure 16). Gifted education and computer applications had the highest percent of un/underfilled positions (see Figure 17).

"Our staff shortages are significant, and we currently have over 250 vacant positions in the District."

Unit Superintendent
in East Central, City
Area

Figure 16: Top 10 Number of Open Teacher Positions with Qualified Hires and Un/underfilled Positions

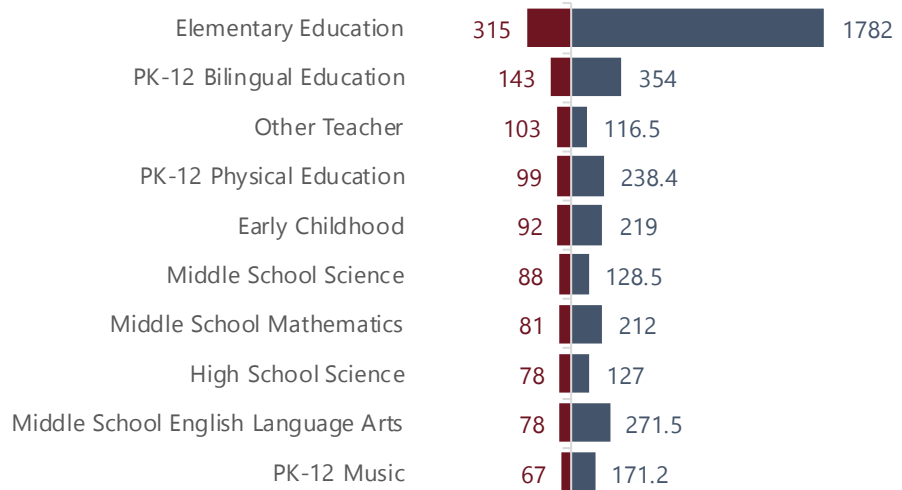
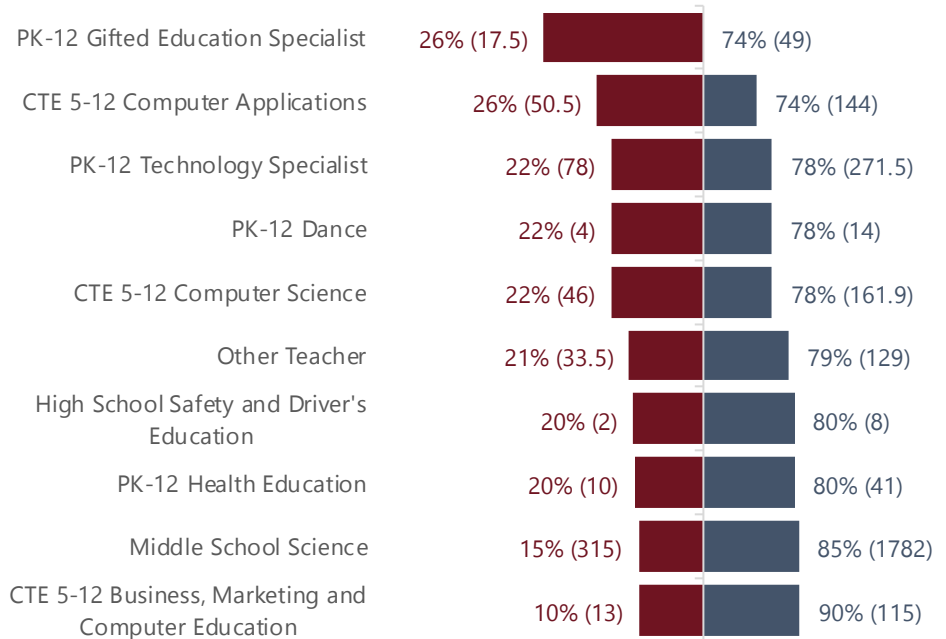


Figure 17: Top 10 Percent of Open Teacher Positions with Qualified Hires and Un/underfilled Positions



¹ The charts here only display the Top 10 for number and percent of un/underfilled positions. See Appendix C for data across all teacher positions.

Educator Shortages: Open Positions

SPECIAL EDUCATION AND SUPPORT STAFF

In total, 1,265 support staff positions were posted by responding districts of which 42% (528) went un/underfilled. For special education, 1,410 positions were posted of which 61% (552) went un/underfilled.

Among support staff positions, School Social Worker had the most un/underfilled positions and School Psychologist had the highest percent un/underfilled (see Figures 18 and 19). Among the special education positions, General Special Education (LBS1) had the highest number of un/underfilled, and Technology Specialist (LBS2) had the highest percent of un/underfilled (see Figures 20 and 21).

Figure 18: Number of Open Support Staff Positions with Qualified Hires and Un/underfilled Positions

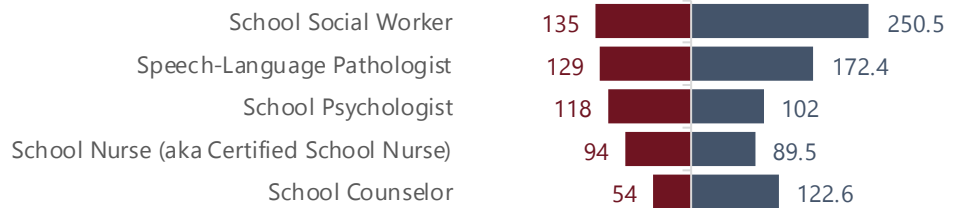


Figure 19: Percent of Open Support Staff Positions with Qualified Hires and Un/underfilled Positions

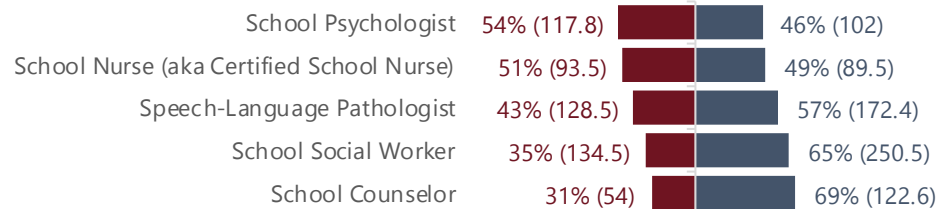


Figure 20: Number of Open Special Education Positions with Qualified Hires and Un/underfilled Positions

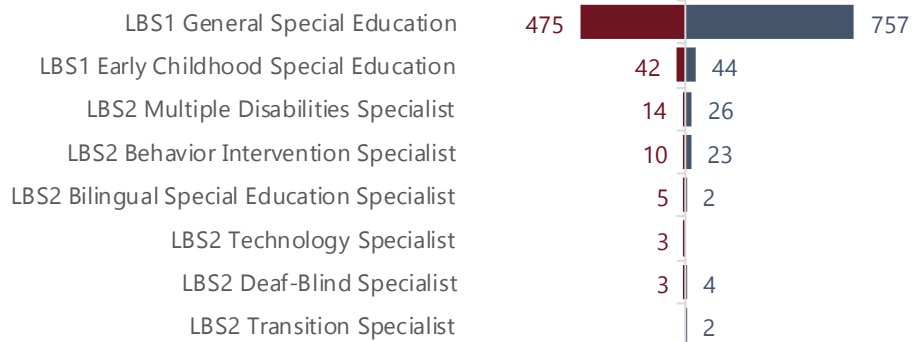
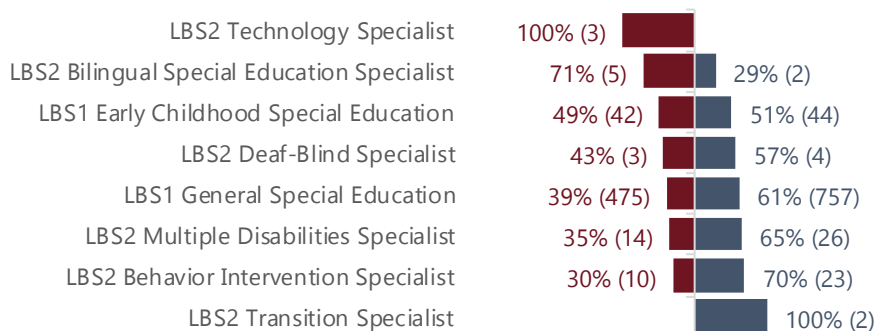


Figure 21: Percent of Open Special Education Positions with Qualified Hires and Un/underfilled Positions



Educator Shortages: Open Positions

ADMINISTRATORS

Responding districts reported 675 open administrator positions of which 10% (65) remained un/underfilled for fall 2022. Principal (including all positions requiring a Principal Endorsement such as Assistant Principal) had the most un/underfilled administrator positions next to "Other" administrator (See Figure 22). "Other" administrator included written responses such as Dean of Students and Curriculum Director. Chief School Business Official had the highest percent of un/underfilled administrator positions (see Figure 23).

"Inconsistency in staffing. Teachers and administrators that are serving in multiple roles."

Elementary Superintendent in East Central, Rural Area

Figure 22: Number of Open Administrator Positions with Qualified Hires and Un/underfilled Positions

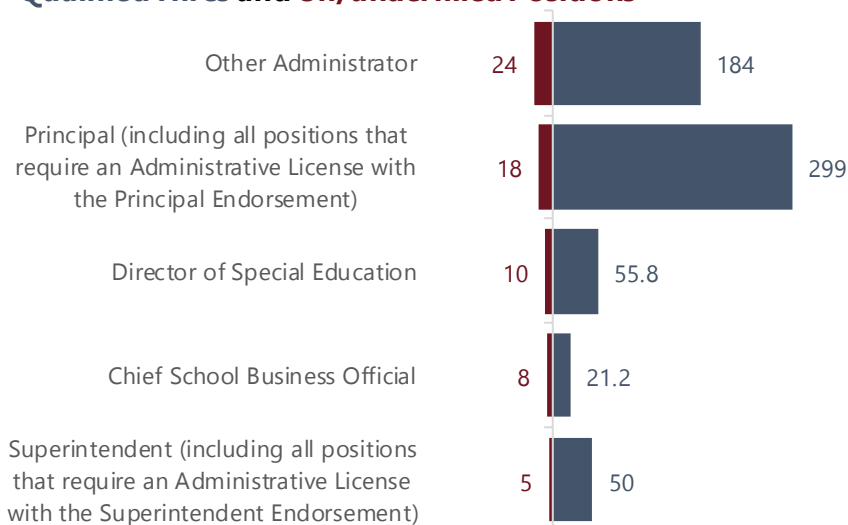
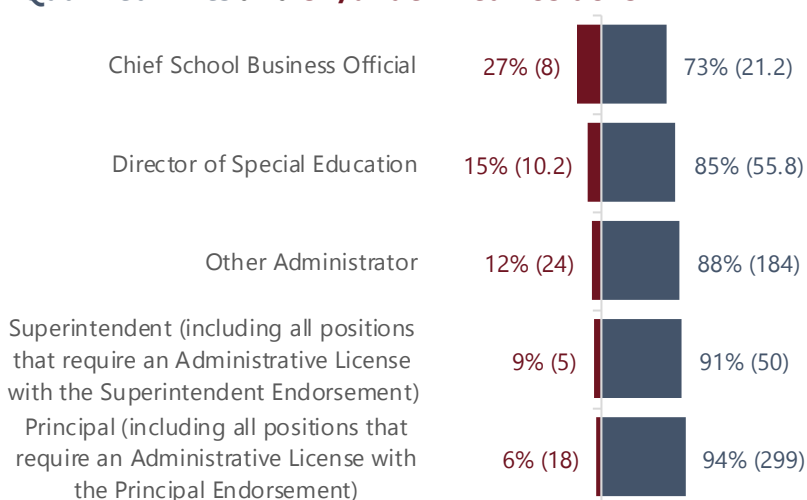


Figure 23: Percent of Open Administrator Positions with Qualified Hires and Un/underfilled Positions



Educator Shortages: Response to Shortages

Response to Shortages

When faced with an unfilled teacher, support staff or special education positions, most districts (65%) utilize a long-term substitute (see Figure 24). Many districts (52%) utilize a retired educator.

When confronted with a shortage of substitutes, most districts (71%) task another current teacher during their prep time (see Figure 25). Many districts (63%) are also using administrators to cover substitute shortages.

While administrator shortages are not as common, when faced with an unfilled position, 9% of districts combined administrative roles (see Figure 26).

These strategies increase the workload of current educators. Teachers lose their planning time and class sizes increase, administrators take on combined roles, and educators are discouraged from using their sick days to alleviate substitute shortages.

Figure 24: Reactions to unfilled TEACHER, SUPPORT STAFF or SPECIAL EDUCATION positions

65% of districts utilized a long-term substitute to fill a vacancy.

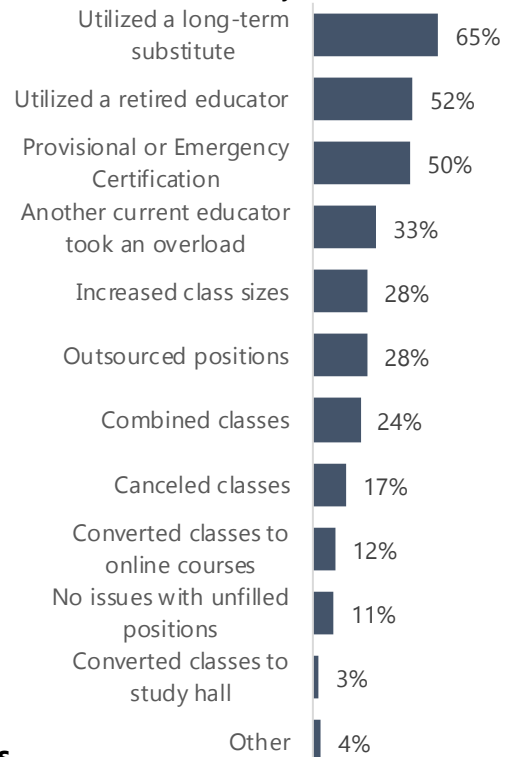


Figure 25: Reactions to unfilled SUBSTITUTE positions

71% of districts used a current educator during their preparation time when no substitute was available.



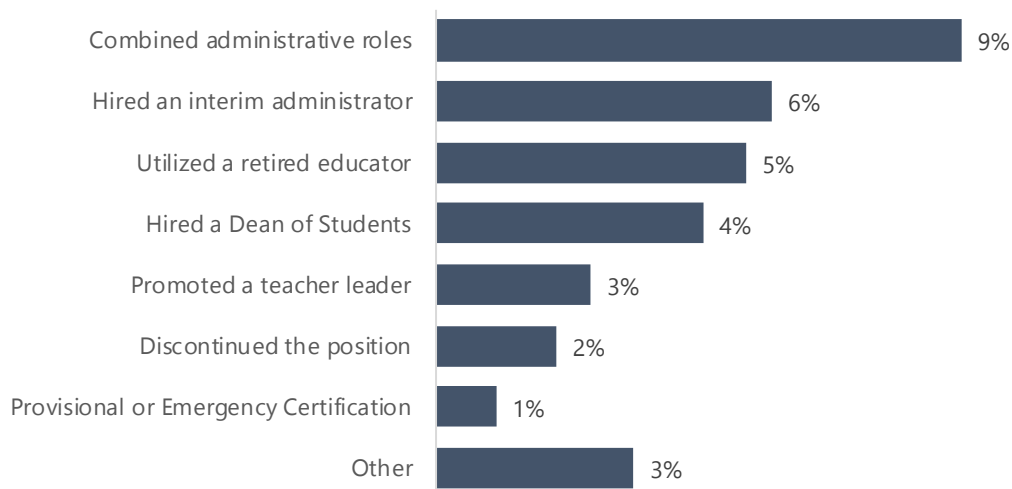
"We have paid for our paraprofessionals with bachelor's degrees to go back to school and get a master's degree in Teaching through WIU to get them immediately qualified."

Unit Superintendent in Northwest, Rural Area

Educator Shortages: Response to Shortages

Figure 26: Reactions to unfilled ADMINISTRATOR positions

9% of districts combined administrative roles to fill an administrator vacancy.



Educator Shortages: Impact of Policy

Impact of Policy

Superintendents rated the extent to which different strategies and policies have impacted recruitment and retention of educators in their district. At the district level (see Figure 27), supporting current educators to complete endorsements and proactively supporting student teachers were rated by the most districts as increasing their recruitment and retention. At the regional level, the local ROE/ISC advertising open positions was indicated as improving recruitment by 51% of districts. At the state level (see Figure 29), increasing the number of days a retired teachers can substitute and increasing the total number of days a substitute can sub had the most districts who stated this increased their recruitment and retention. Furthermore, 86% of responding districts indicated that additional scholarships for teacher candidates and higher compensation in high need areas would increase recruitment and retention (see Figure 30).

Figure 27: District Factors that Impact Recruitment and Retention

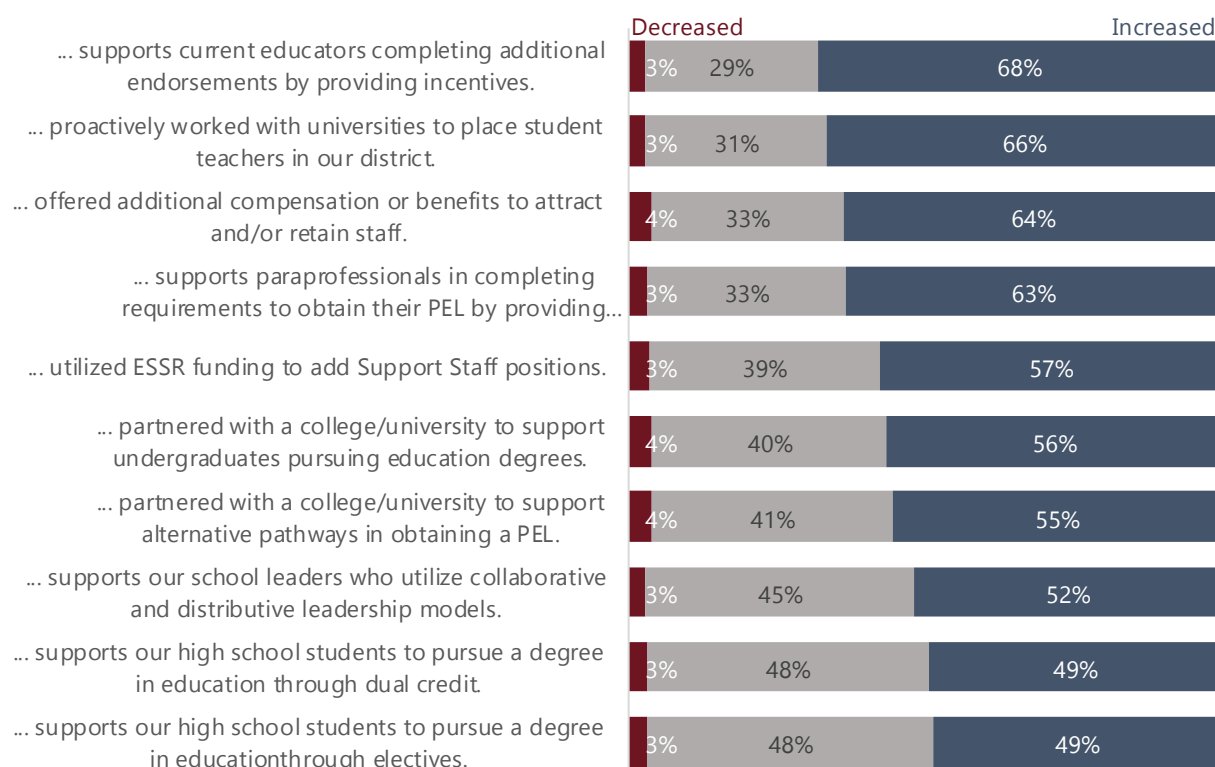
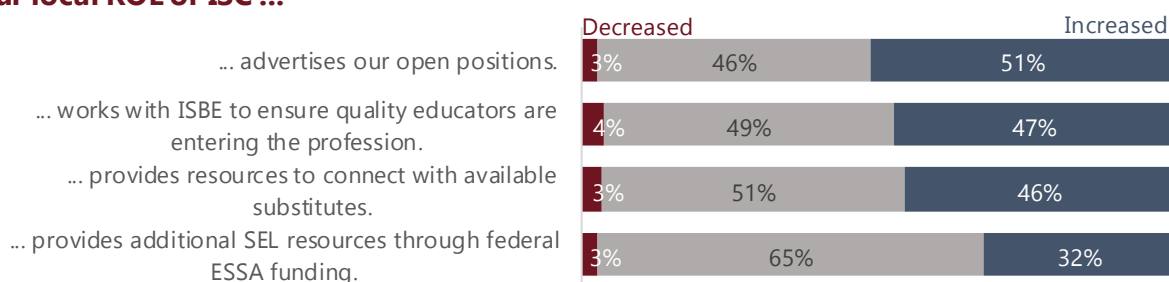


Figure 28: Regional Factors that Impact Recruitment and Retention

Our local ROE or ISC ...



Educator Shortages: Impact of Policy

Figure 29: Statewide Factors that Impact Recruitment and Retention

ISBE/Illinois Legislature ...

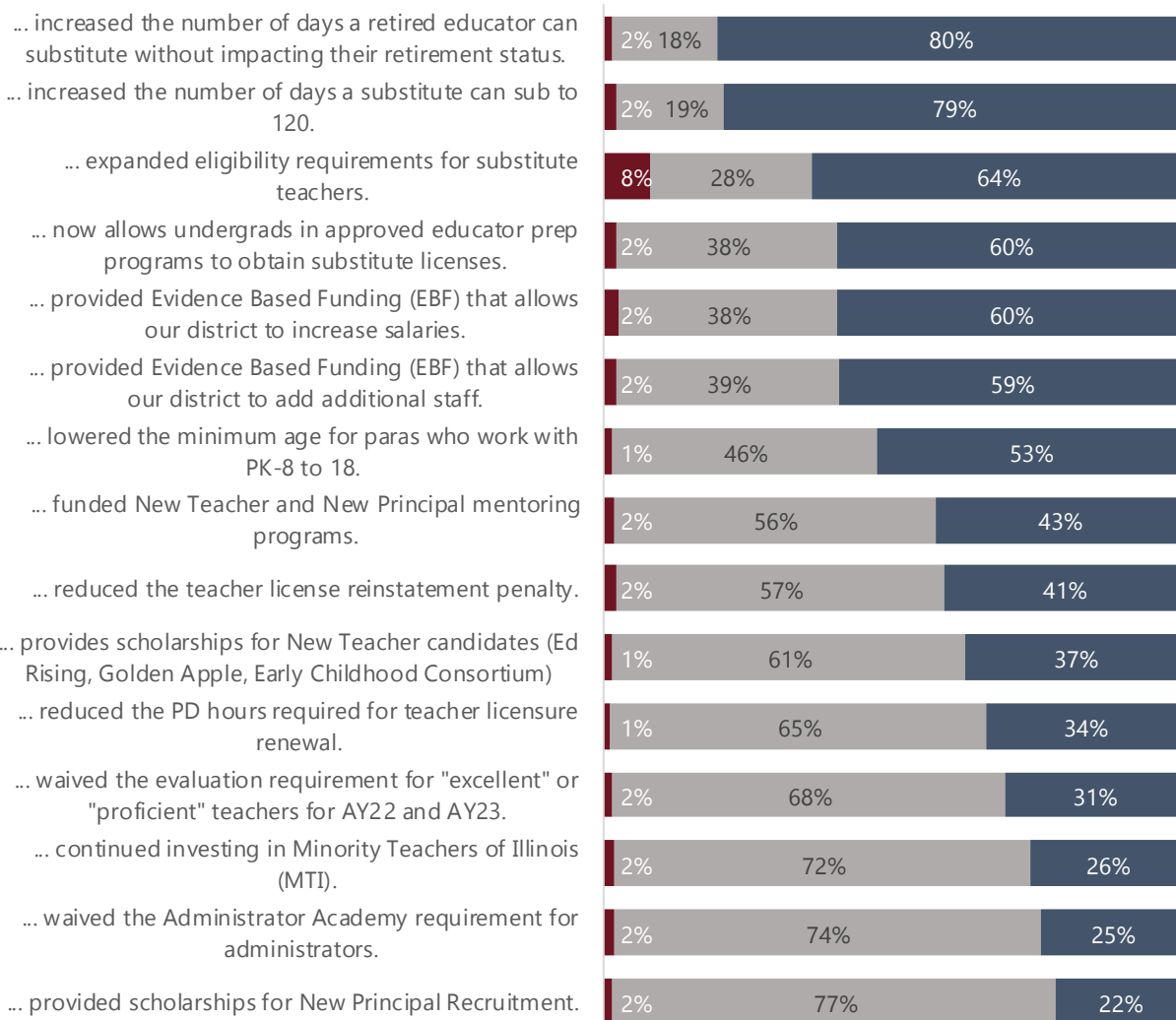
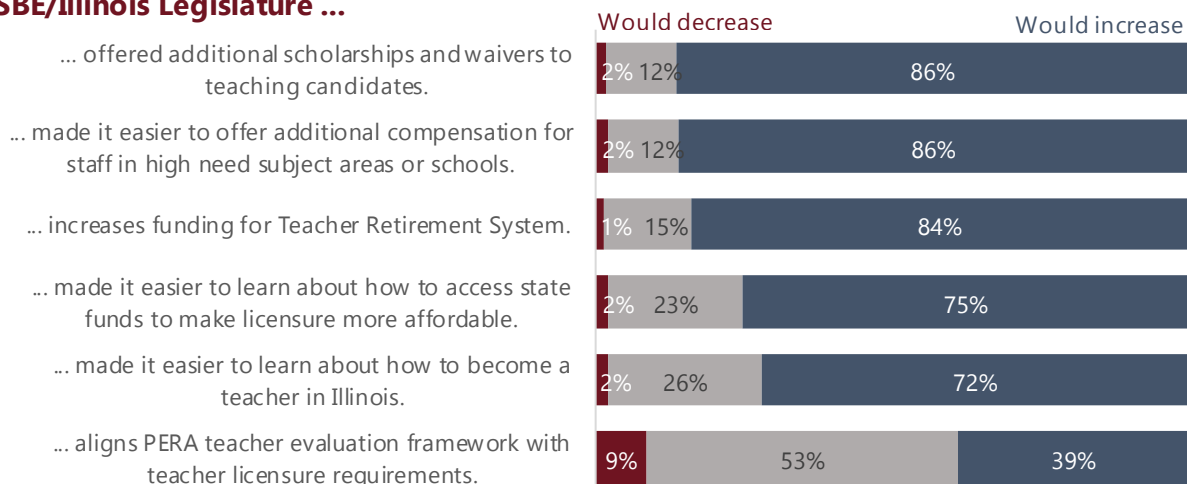


Figure 30: Potential Statewide Factors to Increase Recruitment and Retention

ISBE/Illinois Legislature ...



Response Rate: Demographic Breakdown

Response Rate

Demographic Breakdown

80%

Of public-school districts responded

Across the state of Illinois, ISBE identified 858 public school districts, not including statewide school such as the Illinois Math and Science Academy. Of those districts, 690 completed the IARSS survey, at an 80.4% response rate. The highest response rate was in the West Central area with 88% (see Figure 34). The lowest was in the Northeast area with 70%. Also, only two public Charter schools within the Chicago Public School system completed the survey.

Figure 31: Response Rate by County

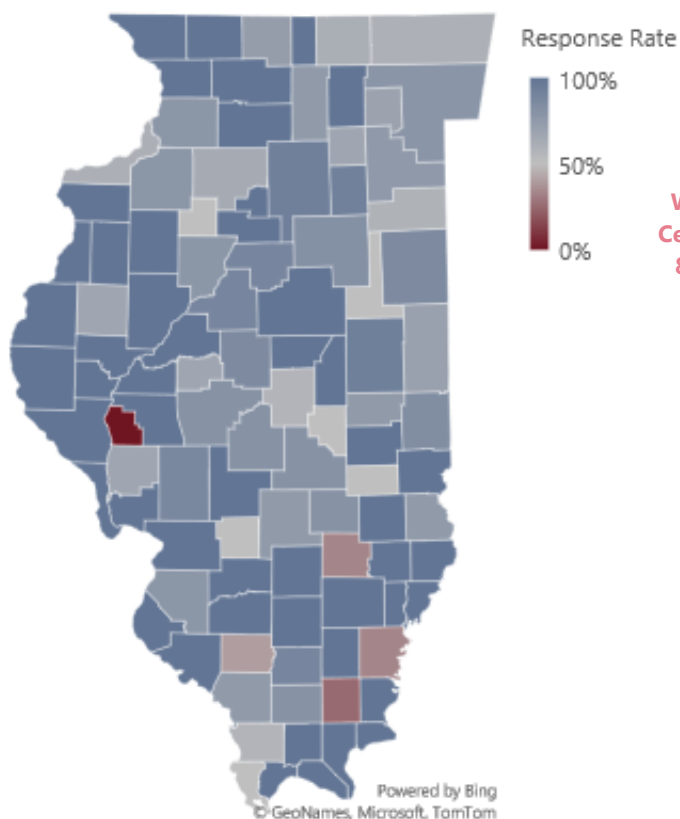


Figure 32: Response Rate by Area

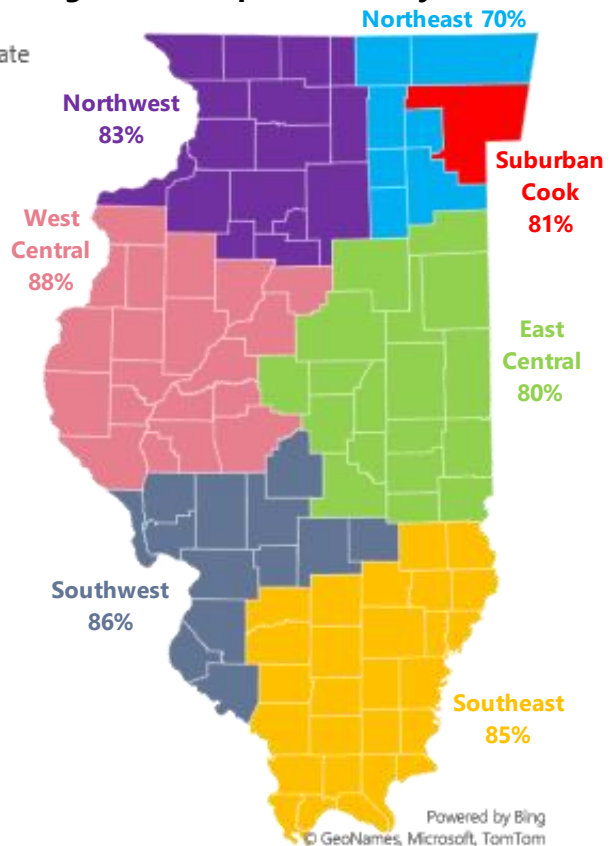


Figure 33: Type of Districts Responding

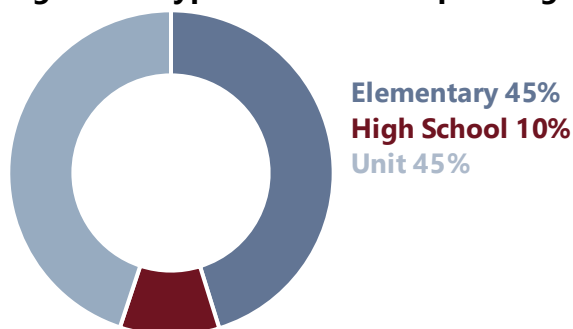
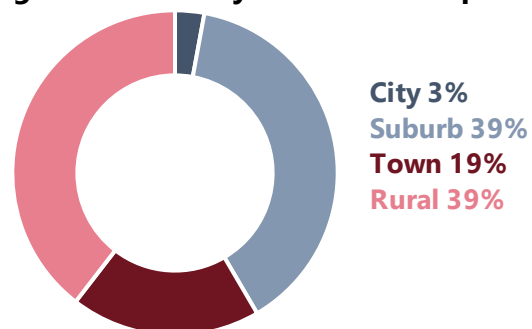


Figure 34: Rurality of Districts Responding



Policy Recommendations

TODAY

Increase state funding for K-12 schools: More dollars from Springfield allow schools to compete for teachers and fill openings.

Initial investment in the Evidence-Based Funding (EBF) formula has helped schools make important strides in educator recruitment and ongoing support. Still, more than half of the state's students still attend districts with less than 75 percent of the funding they need. At least \$550 million in EBF funding would ensure more districts can meet students and staff needs today, and make the necessary investments needed from steady, reliable funding for the educator pipeline over the long term.

Plug federal funding holes for educator resources: Federal stimulus funds to support recruiting and retaining teachers ends in September 2023 and 2024, and policymakers here must step up to ensure efforts that are working continue without interruption.

Nearly \$28 million of the \$51.4 million the state of Illinois is spending this budget year on educator pipeline support is coming from federal stimulus funding that ends in September 2023 and 2024 – or about 54 percent. The state should create a plan to dedicate new state funding for Fiscal Years 2024 and 2025 to fill this gap.

Learn from what is working to recruit teachers in high-need areas: Study how districts have used ESSER funds to help teachers get provisionally licenses in shortage subject areas and consider ways to expand on those efforts statewide.

Federal dollars have helped boost ESSER investment in recruitment and retention, and ISBE investment in helping provisionally licensed bilingual teachers earn PEL and special education certificates. How has increased compensation helped alleviate shortages in special ed and bilingual education, and what more can be done here?

Make teacher training more affordable: Increase funding for minority teacher scholarships and tuition repayment programs.

Increasing funding to \$7M annually for the Minority Teachers of Illinois (MTI) scholarship, investing additional dollars into the Illinois Teachers Loan Repayment Program, and increasing the Monetary Award Program (MAP) by \$50 million will ensure more teachers from minority communities are prepared and able to teach where they are needed most.

Extend the helpful changes allowing substitute and retired teachers to fill gaps: This will ensure we have short-term aid as long as we need it.

Two recent changes in Illinois law have helped schools statewide meet the day-to-day duties of providing educators in each classroom. One allows retired educators to serve 700 hours as substitutes in a given school year without jeopardizing their pension benefits. The other creates a short-term substitute teaching license for candidates with a college degree regionally or completion of 60 semester hours of coursework.

Policy Recommendations: TOMORROW

The challenge is that the provision to allow retired educators to serve 700 hours as substitutes and another that allows individuals with 60 credit hours to substitute teach are ending and require a legislative extension. The state should permanently allow retirees to substitute teach 700 hours or more and extend the provision that enables individuals with 60 credit hours to substitute teach.

In addition to extending these provisions for more years, Illinois should look to increase the number of hours that retirees are allowed to teach and ISBE, ICCB, and IBHE should proactively communicate directly with individuals who have completed the required number of credit hours in Illinois higher education institutions about the opportunity to substitute teach.

TOMORROW

Address the educator pipeline as a continuum: A systemic PK-college effort to recruit and retain teachers will provide many long-term benefits.

Illinois has no quick fix. We need a coherent, comprehensive, and connected approach to strengthening and diversifying our education pipeline, with attention on school and district leaders who provide the environment for teachers to succeed.

Continued state investments in Educators Rising, future teachers clubs, and Dual Credit Educator Pathways at high schools that create pathways into college educator prep programs and a concerted effort to expose the tremendous benefits of a rewarding career in education to younger students considering their future should be part of the discussion.

Additionally, IBHE, ICCB and the Illinois Articulation Initiative should establish greater transferability of major coursework from community colleges into the state's four-year universities for future educators seeking to teach in elementary and secondary settings.

Expand opportunities within classrooms for educator positions: Illinois has over 20k paraprofessionals and teaching assistants working in our schools and over half have BA degrees. Support those interested in earning their license to be a teacher in high need areas with funding and ability to retain current salary and benefits as they earn their new teaching license.

Investing in alternative teacher preparation routes for teachers assistants and paraprofessionals is a smart way to build the teacher pipeline. Allow TAs and paraprofessionals to work while obtaining their teaching license. Expand the number of school personnel entering teaching positions in high-need positions or geographies. Over time, more people with a real interest in our students' educational success will be prepared and ready to step up and teach full-time.

Establish a robust teacher recruitment system in Illinois: A uniform state system brings together resources and programs to ensure more young people can easily get into and navigate the teacher pipeline.

Too few high school and college students are thinking about a career in education, or about all of the state support available to help them down the path: early pathway programs, tuition waivers and loan forgiveness, scholarships, and more.

Financial, licensure, and job opportunity advertising should be located centrally online for prospective teachers to simplify recruitment and connect more to the insight they need to choose this rewarding career. North Carolina, Colorado, and Connecticut are among states seeing success with statewide uniform recruitment systems.

Policy Recommendations: TOMORROW

Strengthen the state's educator prep programs (EPP's) through increased transparency: More clarity will help districts develop smart partnerships and candidates make informed decisions about EPPs.

When teaching candidates know which EPP path has strong results in teacher placement and success, and when school districts know which EPPs can be the right partners to place more candidates for success, the entire pipeline benefits.

Develop a statewide repository to share best practices: Expose more districts to practices working to address shortages elsewhere and solve problems.

With hundreds of school districts of all sizes solving problems from all directions, many good ideas for addressing shortages are playing out right in front of us in the classroom. This repository should collect those stories and insight to help districts connect and learn from each other, just as we challenge students from all backgrounds and abilities to learn together every day.

Shortages Over Time: Teachers

Shortages Over Time

Teachers

This past fall 2022, or academic year 2022-23 (AY2023), superintendents reported 30% of posted teacher² positions went unfilled or filled with a less than qualified hire. The highest rate of un/underfilled since IARSS started administering the survey for academic year 2018, in fall of 2017 (see Figure 35).

Figure 35: Percent of Un/underfilled Teacher² Positions Over the Past 6 Years

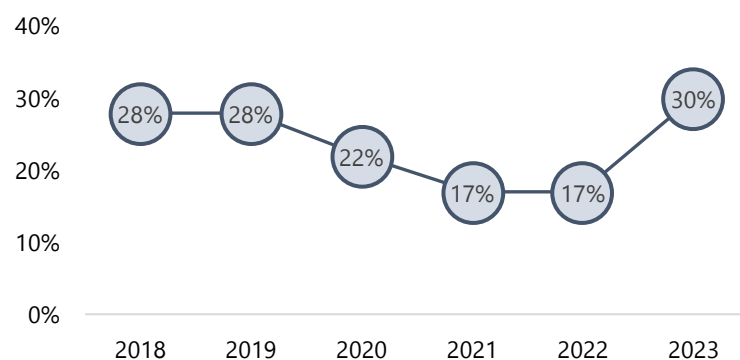


Figure 36: Superintendents Severity of Teacher Shortage Ratings Over the Past 6 Years

5.0 Serious Problems

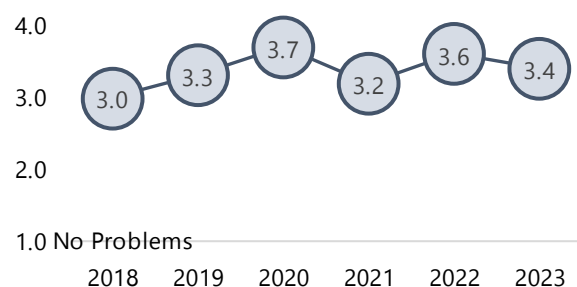
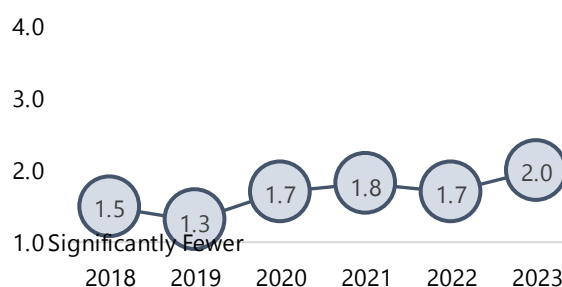


Figure 37: Superintendents Ratings of Quantity of Teacher Applicants Over the Past 6 Years

5.0 Significantly More



² To accurately compare with previous years, in this context, teacher includes regular education teachers, special education teachers and support staff.

Shortages Over Time: Administrators

Administrators

While broadly speaking, administrator shortages have remained consistent over the past six years, there was a slight steady increase in severity of administrator shortages from AY2021 to AY2023 (see Figures 38 and 39).

Figure 38: Superintendents Severity of Administrator Shortage Ratings Over the Past 6 Years

5.0 Serious Problems

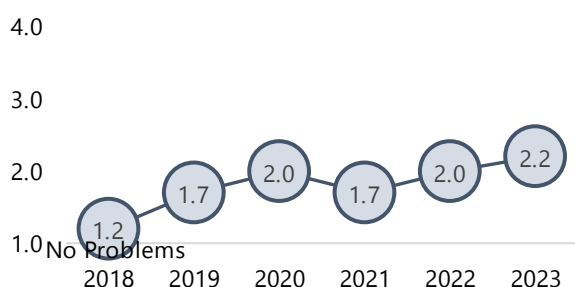
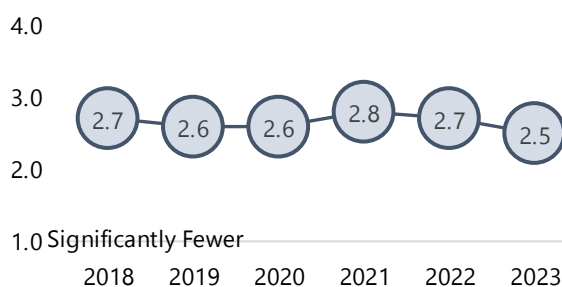


Figure 39: Superintendents Ratings of Quantity of Administrator Applicants Over the Past 6 Years

5.0 Significantly More



Substitutes

Substitute shortages continue to be a major problem for districts (see Figure 40). However, superintendents did not report as few applicants for AY2023 as in past years (see Figure 41).

Figure 40: Superintendents Severity of Substitute Shortage Ratings Over the Past 6 Years

5.0 Serious Problems

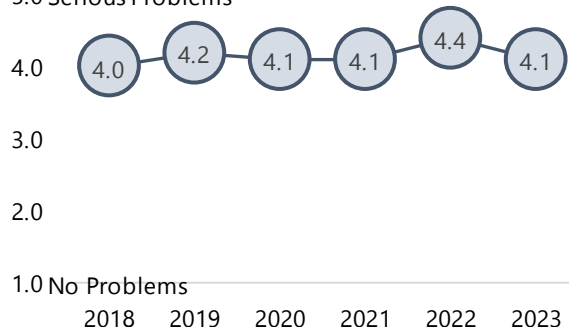
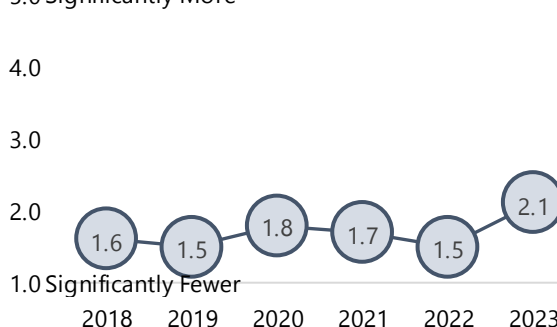


Figure 41: Superintendents Ratings of Quantity of Substitute Applicants Over the Past 6 Years

5.0 Significantly More



Appendices

Survey Method and Analysis

The IARSS Educator Shortage survey was developed by a committee from the IARSS in 2017. The AY2023 survey was adapted from previous versions to 1) reduce the burden on superintendents completing the survey, 2) provide a more solution-driven perspective and 3) more closely align with positions descriptions from ISBE.

The survey was administered by Goshen Education Consulting, a neutral third-party education consulting practice, between September 6th, 2022, and October 18th, 2022. The survey data was downloaded and analyzed for group and sub-group frequencies and descriptive statistics. Further analysis included the use of existing data sources such as the National Center for Education Statistics (NCES) and the 2021 – 2022 Illinois Report Card.

This report also contains policy recommendations and strategies to enact change. The statements were developed collaboratively by the IARSS committee with input from the ROE LeadHUBS and Advance Illinois.

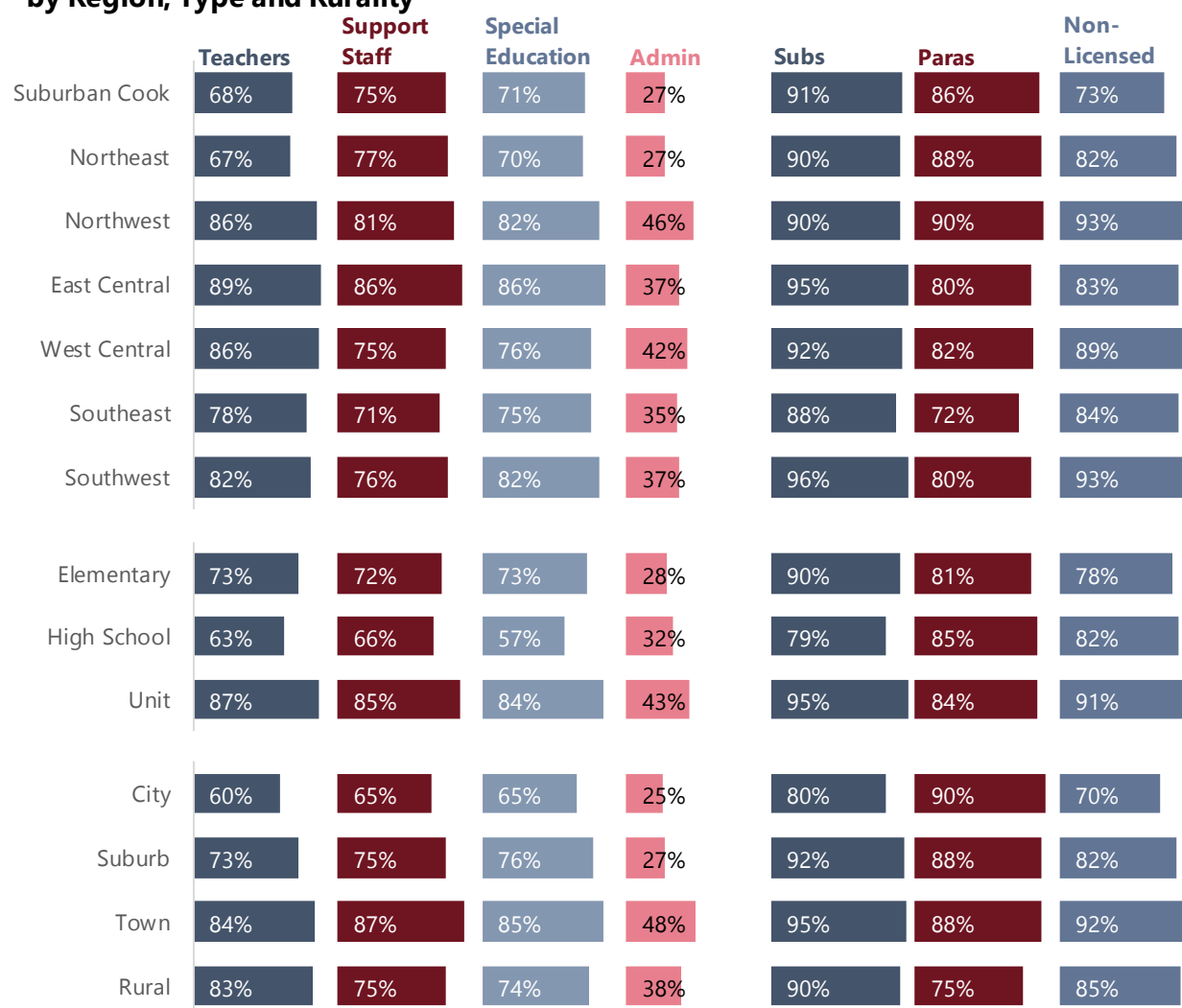
This report follows several additional reports and 5 years of previous survey administrations. All research and interactive data dashboards can be found on the IARSS website: www.iarss.org.

The survey instrument is available upon request. Please contact Mr. Tom Withee at 217-851-0122 or tom@gosheneducationconsulting.com to request a copy of the instrument.

Appendices: Breakdown by District Type, Area, and Rurality

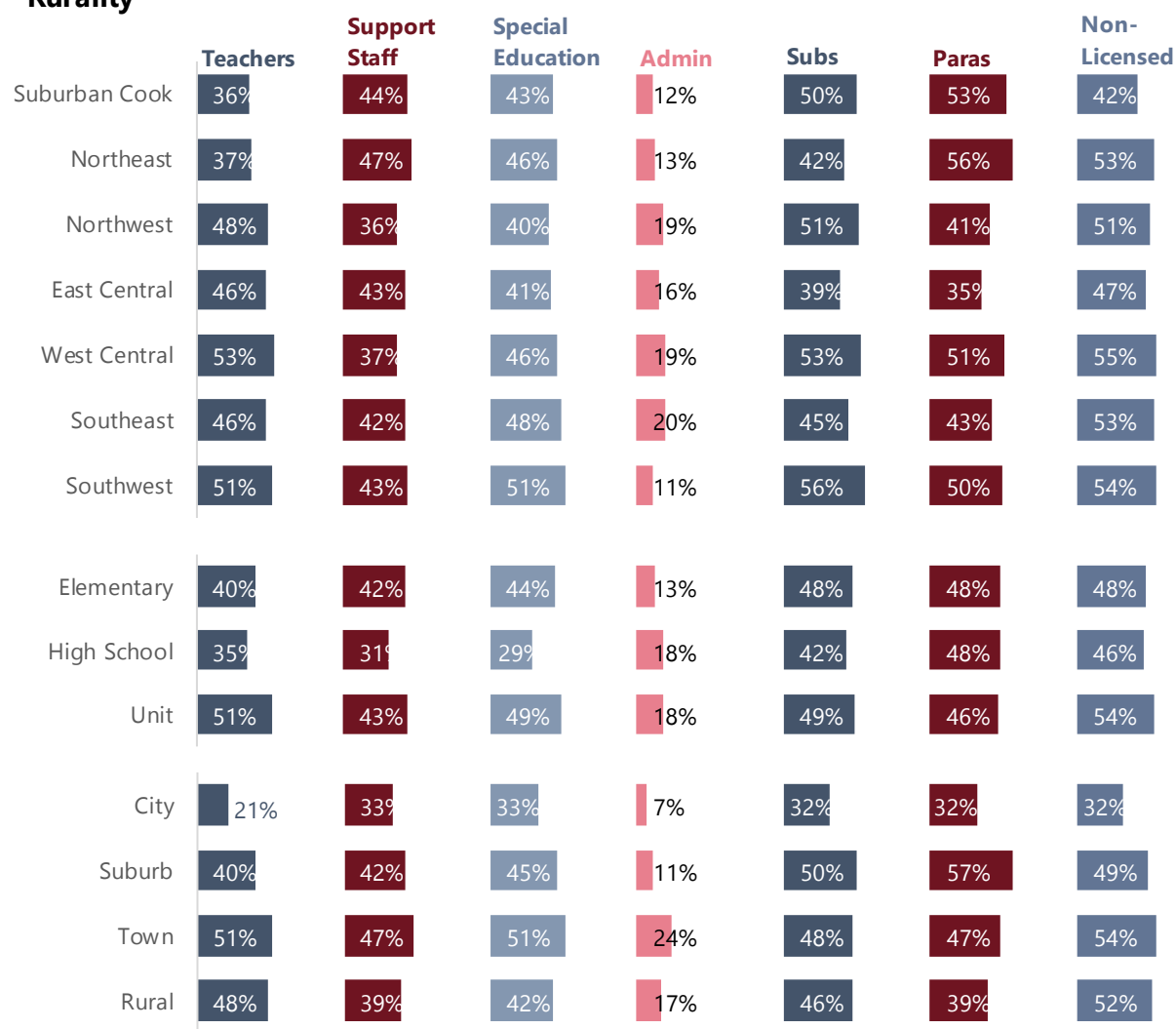
Breakdown by District Type, Area, and Rurality

Figure 42: Percent of Districts with Serious to Minor Problems with Educator Shortages by Region, Type and Rurality



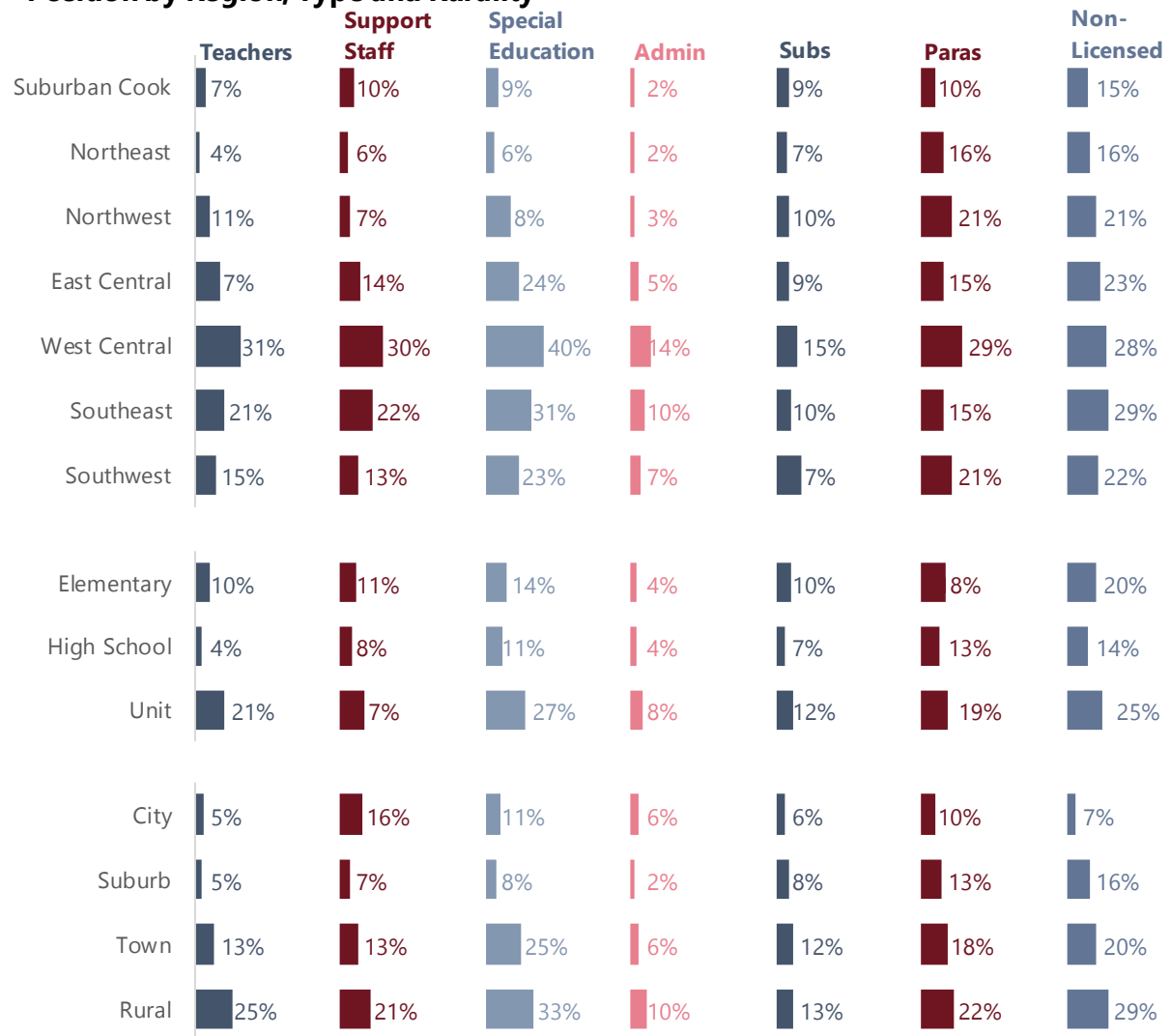
Appendices: Breakdown by District Type, Area, and Rurality

Figure 43: Percent of Districts with Shortages Getting Worse by Region, Type and Rurality



Appendices: Breakdown by District Type, Area, and Rurality

Figure 44: Percent of Districts with 0-40% Applicants Who Were Qualified for the Position by Region, Type and Rurality



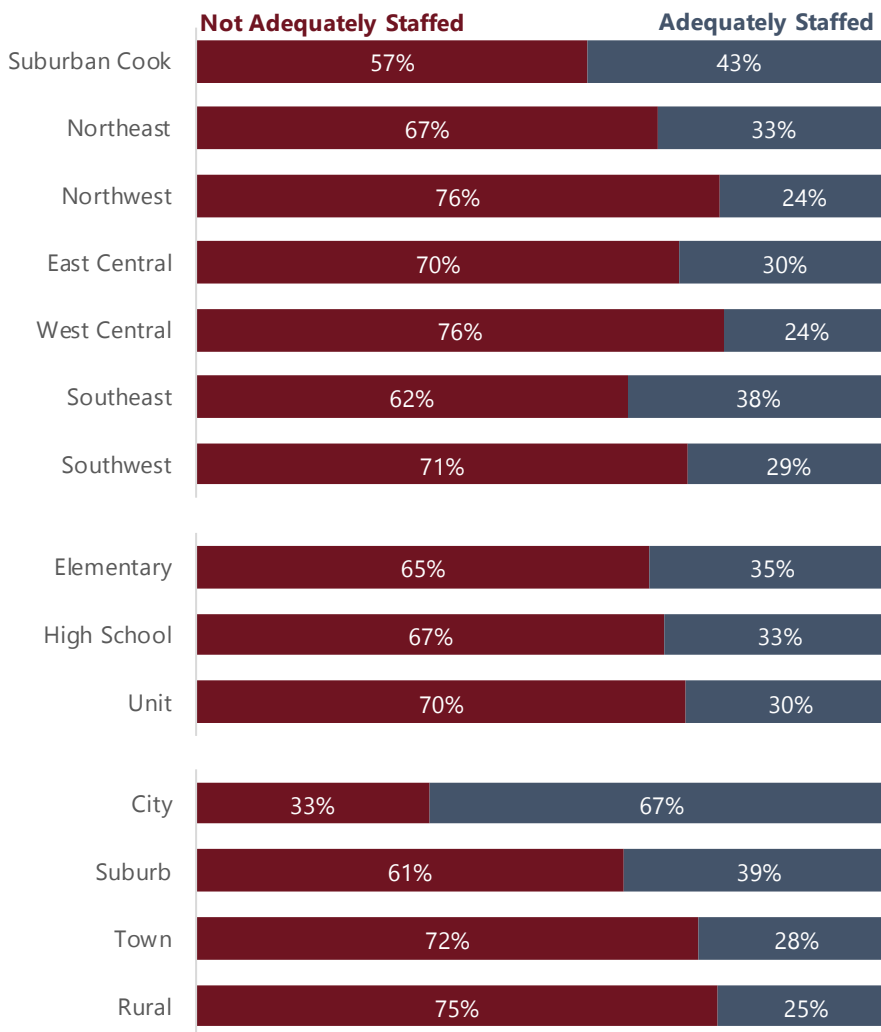
Appendices: Breakdown by District Type, Area, and Rurality

Figure 45: Percent of Districts with Fewer Applicant in AY23 Compared to AY22 for the Position by Region, Type and Rurality

	Teachers	Support Staff	Special Education	Admin	Subs	Paras	Non-Licensed
Suburban Cook	57%	69%	73%	31%	65%	69%	52%
Northeast	67%	72%	73%	37%	67%	77%	62%
Northwest	76%	69%	66%	45%	64%	59%	60%
East Central	70%	67%	72%	40%	63%	64%	59%
West Central	76%	66%	78%	42%	64%	65%	60%
Southeast	62%	59%	69%	48%	63%	59%	57%
Southwest	71%	67%	69%	38%	68%	62%	65%
Elementary	65%	69%	72%	34%	66%	68%	64%
High School	67%	62%	62%	42%	60%	64%	65%
Unit	70%	67%	73%	44%	65%	64%	68%
City	33%	33%	61%	38%	50%	58%	47%
Suburb	61%	69%	72%	34%	66%	71%	64%
Town	72%	69%	74%	47%	62%	61%	66%
Rural	75%	67%	71%	43%	66%	63%	69%

Appendices: Breakdown by District Type, Area, and Rurality

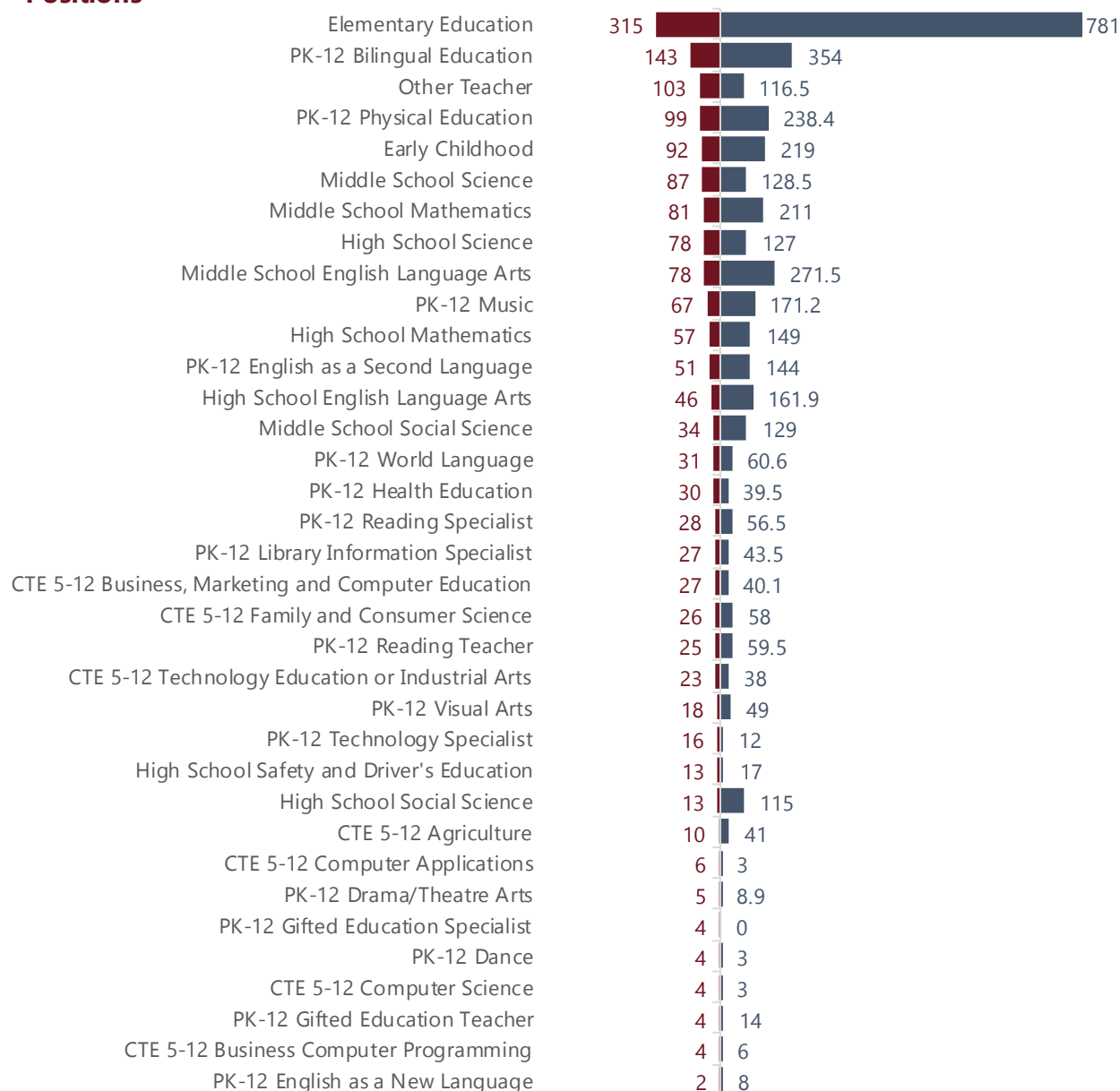
Figure 46: Percent of Districts Who Were Adequately Staffed by Region, Type and Rurality



Appendices: All Teacher Open Positions

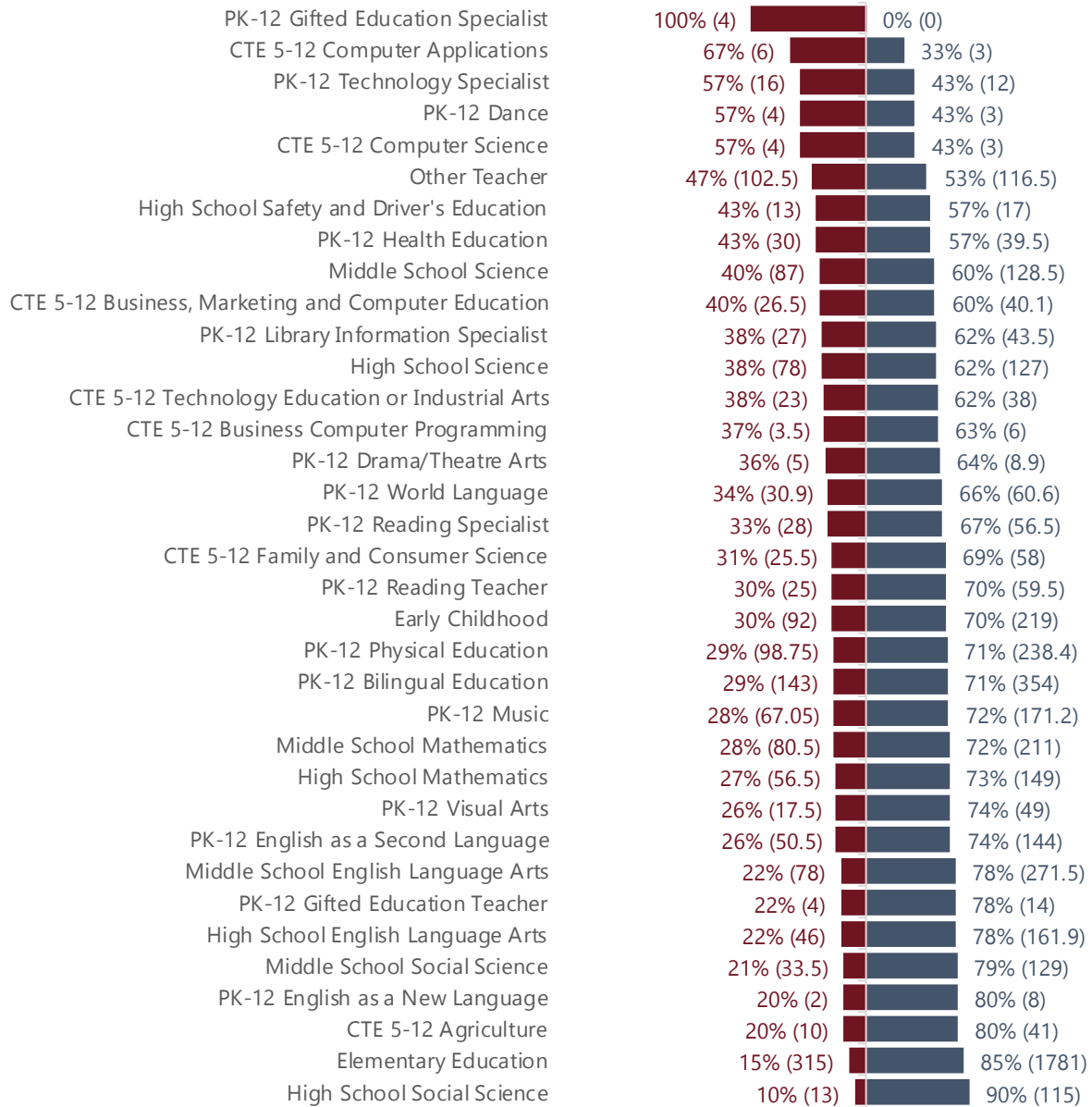
All Teacher Open Positions

Figure 47: Number of Open Teacher Positions with Qualified Hires and Un/underfilled Positions



Appendices: All Teacher Open Positions

Figure 48: Percent of Open Teacher Positions with Qualified Hires and Un/underfilled Positions



Appendices: Superintendent Comments - Short-term Effects from the Pandemic

Superintendent Comments

SHORT-TERM EFFECTS FROM THE PANDEMIC

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Suburban Cook	Elementary	Suburb	A fixed work calendar and not permitting working from home is a challenge.
Southwest	Unit	Suburb	A highly qualified long-term substitute is serving as an elementary teacher and has been offered the job permanently; however, at this time she wishes to continue to sub. We have no other substitutes available, and administrators are covering classes when teachers are absent. We have no substitute bus drivers for special education students.
Northeast	Elementary	Suburb	A huge shortage of subs - and fewer candidates.
Southeast	Elementary	Rural	A LACK OF DESIRE TO BE IN EDUCATION....PERIOD! A LOT OF EXTRA ASSIGNMENTS AND COVERING FOR HOLES.
Southeast	Elementary	Rural	A lack of individuals willing to work as subs for all positions (Teachers, aides, cooks, etc.)
Suburban Cook	High School	City	A shortage of paraprofessionals in SPED.
East Central	Unit	City	A significant number of resignations and retirements. Lack of applicants. People want to work from home.
Northeast	Unit	Suburb	A significant shortage of paraprofessionals and special education staff. Students will be going without services.
Suburban Cook	Elementary	Suburb	Ability to effectively cover all IEP minutes, while we have managed to get things done it has been challenging. Additionally, even staffing our lunch workers has been challenging despite increasing our hourly rate.
Suburban Cook	High School	Suburb	Absences
Northwest	High School	Suburb	Absences have put a strain on other staff members
Southwest	Unit	Suburb	All contracts were reopened, and salaries raised.
Northwest	Elementary	Suburb	Alternate certification isn't always a great option
Northeast	High School	Town	Although we have been able to fill positions, we have several positions for which there was only one or two applicants. People also expect substantially higher wages or benefits that we do not provide.
Southeast	High School	Rural	Although we have been able to staff positions, if anyone would decide to leave during the school year, we would not be able to fill the position...maybe not even at all. I hold my breath every day hoping we can keep it together. Luckily our culture at school has allowed us to keep current staff and attract a few new ones.
Northeast	Elementary	Suburb	An angry public has made teaching in schools less attractive. This combined with students who are in need of greater support both educationally and emotionally increases the stress our staff members are feeling.
Suburban Cook	Elementary	City	An increase in the need of paraprofessionals to accommodate the growth in student support needs.
Suburban Cook	Elementary	Suburb	As of the start of this school year in mid-August, the district has had 35 people (mostly teachers) who have had multiple-day absences due to COVID; this has exacerbated the challenge of adequate coverage in classrooms as there is a severe shortage of substitute teachers
Southeast	Elementary	Town	At the moment we are staffed 100% but that could change as we have staff retiring in the next 4 years almost each year.
Southwest	Unit	Town	At this moment the turnover is outrageous. Employees are quitting mid-year. Before the pandemic, we never saw this.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Southwest	Unit	Rural	Availability of candidates.
Southwest	Unit	Rural	Biggest effect on staffing in my district is the mobility of employees. They use this district as a steppingstone to somewhere else. In years past they would have stayed longer.
East Central	Unit	Rural	Both building administrators left their positions. More people leaving to move closer to home.
East Central	Elementary	Rural	Burn Out
Southeast	Unit	Suburb	Burn out of support staff and certified staff due to not having enough support staff in critical positions.
Northwest	Unit	Rural	Burn out quicker
Northeast	Unit	Suburb	Bus driver, SPED aides, certified school nurses and social worker shortages. Our food service provider struggles to find lunchroom support staff.
Southeast	Elementary	Rural	bus drivers
West Central	Unit	Rural	bus drivers and aides
West Central	Unit	Rural	Bus drivers and custodians are our main concern this year.
East Central	High School	Town	Bus Drivers Limited quality applicants Teachers leaving the profession
Northeast	High School	Suburb	Bus Drivers, Paraprofessionals, Auto Teachers
Southeast	Elementary	Rural	Bus routes
Southeast	Unit	Rural	Cannot fill specials positions (music, special ed) and therefore have to move people around or no longer offer the program (music).
Southeast	Elementary	Rural	Cannot find applicants for open positions.
Northwest	Elementary	Rural	Cannot staff for music and band!
Southeast	Unit	Town	Can't fill many positions.
East Central	Unit	Rural	Can't find certified people to do specific teaching positions.
Northeast	High School	Suburb	capacity issues due to shortages because other staff have to cover to make things work. This causes additional stress and fatigue.
Northeast	Unit	Suburb	Challenging to find paraprofessionals to support our classrooms. Challenging to find non-licensed staff to keep buildings clean and all buses on schedule. We have had to adjust some bus route schedules due to shortages We have had to adjust staffing assignments as well.
Southeast	Unit	Rural	Class sizes are larger. Certain classes not being offered.
West Central	Elementary	Suburb	Classified, specifically custodial position continues to not be filled. Will seek services for work to be completed.
Northeast	Elementary	Suburb	Combining services.
West Central	Unit	Rural	Coming out of the pandemic, we had serious learning gaps to close. Additional teachers were/are needed to split classes and provide smaller group instruction. We have utilized retired teachers and student teachers to fulfill this need.
Suburban Cook	Elementary	Suburb	Consistency
Suburban Cook	Elementary	Suburb	Continued shortage of bilingual staff and special education teachers. We are unable to find any special education teachers to serve Spanish speaking students in our bilingual program. Science teachers have also

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
			been a challenge. This year, we have several open speech pathologist positions and are filling them through contract agencies.
Suburban Cook	Elementary	Suburb	Continued staff isolating due to COVID infection drives up our demand for substitutes. The overall work economy has made it more difficult to identify paraprofessional candidates.
Suburban Cook	Elementary	Suburb	Coverage every day for teachers who are absent
Northeast	Elementary	Rural	Current staff are doing double duty in some cases. Aides are covering non-academic classes and teachers are sometimes doubled up for classes.
Northeast	Unit	Rural	Currently we are using a couple of online classes to fill our unfilled positions.
West Central	Unit	Town	Daily routines are interrupted. This impacts regulation of administrators, teachers, students, and parents.
Suburban Cook	High School	Suburb	Delivery of essential services (food service, bus transportation, custodial) have been seriously impacted. To the point of safety concern to students, in my opinion. Regarding staff, we feel our creativity and flexibility in hiring for teachers, support staff and administrators is waning each year as the challenges become greater. I predict in 2-3 years; we will simply have holes rather than solutions.
West Central	Unit	Rural	Difficult to fill positions with high quality applicants.
East Central	Unit	Rural	Difficult to fill specialized positions
Suburban Cook	High School	Suburb	Difficulty filling non-certified roles and long-term substitutes.
Northeast	Elementary	Suburb	Difficulty filling positions that are less the full-time. Unable to find a speech therapist to fill and FMLA - zero applicants even through the agencies. Exceptionally short on paraprofessionals. Making the qualifications for subs less rigorous has reduced the quality of instruction when there is a sub covering a position.
Northeast	High School	Suburb	Difficulty filling school psychologist positions has impacted our service delivery model to students
Northeast	Elementary	Suburb	Difficulty finding Bilingual teachers.
Southeast	High School	Town	Difficulty in filling substitute positions.
West Central	Unit	Town	Difficulty meeting requirements for IEPs.
Northeast	Elementary	Suburb	difficulty securing substitutes
Southeast	Elementary	Rural	Employees, in general, are struggling to return to a workplace environment--especially one that requires significant demands on one's physical stamina and mental presence.
Northwest	Unit	Suburb	Ensuring that all teachers are certified or have received an emergency certification and working toward permanent certification
Northeast	Elementary	Town	ESSR III created roles going away Shortages in substitutes
Suburban Cook	Elementary	Suburb	Even less substitutes than prior to the pandemic
East Central	Unit	Suburb	Extra administrative effort to fill gaps daily due to shortages.
Suburban Cook	Elementary	Suburb	Faculty fatigue
Northwest	Unit	Rural	Fatigue and stress from other staff members that are required to fill roles/job duties that are not usually required of them.
Suburban Cook	Elementary	Suburb	Fear to lose staff due to wages with other school district
Northwest	Elementary	Rural	Few applicants for open positions.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Suburban Cook	High School	City	Few candidates for entry level positions
East Central	Unit	Rural	Few qualified applicants available.
West Central	Elementary	Suburb	Few substitute teachers. Few teacher candidates for regular education and special education positions.
Northeast	Elementary	Rural	Fewer applicants
Southwest	High School	Suburb	fewer applicants
Suburban Cook	High School	Suburb	Fewer applicants and greater need for paraprofessionals
Southeast	Unit	Rural	Fewer applicants. Even fewer applicants have credentials in core areas Inflation is now decreasing ability to provide raises as initially thought due to price increases
Southwest	Elementary	Suburb	Fewer applicants fewer motivated applicants less staff retention (some never even make it day one on the job; they call and rescind or just simply do not show up... this is true for certified and classified staff)
Southeast	Elementary	Rural	Fewer applicants for available positions
Southwest	Unit	Town	Fewer applicants for non-certified positions.
West Central	Elementary	Suburb	fewer applicants for positions
East Central	Unit	Rural	Fewer applicants for positions sometimes lead to hiring your second or third choice. The market currently favors teachers which is causing more turnover with our certified staff.
Suburban Cook	Elementary	Suburb	Fewer applicants More teachers are quitting Lack of motivation- Mental Health challenges. Math and SCIENCE vacancies at our middle school.
Suburban Cook	Elementary	Suburb	Fewer applicants overall, but no major issues
Northwest	Elementary	Rural	Fewer applicants.
Northeast	Elementary	Suburb	Fewer candidates
Northwest	Unit	Rural	Fewer course options at the junior high and high school level. No counselor at the JH/HS level.
East Central	Unit	Town	fewer hourly workers due to higher pay elsewhere
Suburban Cook	Elementary	Suburb	Fewer people willing to substitute teach
Northwest	Elementary	Rural	Fewer qualified staff for available vacancies.
East Central	Unit	Town	Fewer retired teachers returning as substitutes
Suburban Cook	Elementary	Suburb	Fewer substitute teachers so our regular staff has to internally sub on a daily basis. Due to the inability to hire a middle school language arts teacher, we had to transfer one of our instructional coaches back to the classroom.
East Central	Unit	Rural	Filling full time teacher positions with substitute teachers. Lack of qualified staff for non-certified positions such as paraprofessionals and bus drivers.
Northeast	Unit	Suburb	Filling one to one aide positions
Suburban Cook	Elementary	City	Filling support staff roles such as paraprofessionals (especially special education and EL), bus drivers, recess supervisors, nurses, custodians. Also, for teaching staff: bilingual (Spanish, Urdu, Arabic); special education including special services staff.
Suburban Cook	Elementary	Suburb	Finding paraprofessionals to meet the significant uptick in students who require one to one attention.
West Central	Unit	Rural	Finding qualified applicants that want to work.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Northwest	Unit	Rural	Finding qualified bus drivers
Southeast	Elementary	Rural	Finding qualified staff members in math/science. Shortage in paraprofessionals, subs, and bus drivers.
West Central	Unit	Town	Finding quality candidates.
Northwest	Unit	Town	Finding staff to apply for paraprofessional or subbing positions due to the fear of being around a large number of students and their germs!
East Central	Unit	Rural	Finding Substitute Teachers
West Central	Unit	Rural	Finding substitute teachers. Teacher fatigue
Southeast	Elementary	Rural	Finding teachers with specific endorsements (middle school math, early childhood, etc...)
West Central	High School	Town	For our last few teaching openings, we have only had 2-3 candidates per position. The number and the quality of candidates has diminished over the last few years.
Southeast	Parochial		Forced changes in some programming
East Central	High School	Rural	getting new staff proper credentials
West Central	Unit	Rural	Getting people willing to come to work daily is a challenge and finding qualified people is nearly impossible.
Southeast	Unit	Rural	Good
Northeast	Elementary	Town	Hard to service students with IEP's
Northeast	High School	Suburb	Harder to hire staff - financial restraints and remote work options are not available
Southeast	Unit	Rural	Have a few open positions that were not filled (but I do not believe it was caused by the pandemic)
Southwest	Elementary	Suburb	Having troubles filling social worker, special education, aides, and bus drivers.
Southwest	Elementary	Suburb	Head Cook, Speech Pathologist
Southeast	Unit	Rural	High school physics and chemistry, jr. high. Mathematics, kindergarten teacher, teacher substitutes and aide substitutes
Southeast	Elementary	Rural	High turnover
Northeast	Unit	Suburb	high turnover in support positions.
Southeast	High School	Town	higher class sizes, doubling up of individual aides, more crowded buses
Northwest	High School	Town	Higher turnover of certified staff after one to two years' experience due to poor quality.
Suburban Cook	Elementary	Suburb	Hiring certified staff
Northwest	Unit	Rural	Hiring substitutes for certified teaching positions.
Northwest	High School	Rural	Hourly wage positions - kitchen, custodial, bus drivers - little to no applicants.
Suburban Cook	High School	Suburb	HS Tech Teachers are nowhere to be found. We also could/would hire 1-2 more substitutes if any were available.
Southwest	Unit	Rural	I believe people are used to be home and are not quite ready to get out of the house to work.
Suburban Cook	Elementary	Suburb	I believe that we are in a better position than most, and yet it can still be a struggle. My heart goes out to kids in more impoverished communities that may have even greater difficulty attracting and retaining teachers.
Southeast	Unit	Rural	I do not feel that it is a pandemic problem, we were short before the pandemic, it is only worse now.
Southeast	Elementary	Rural	I don't believe we have any short-term effects on staffing.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
East Central	Unit	Rural	I don't blame the short-term effects on the pandemic. The staffing shortages result from the change in Tier Retirement for new teachers and the general public's lack of general respect for the teaching profession.
East Central	Elementary	Rural	I don't think the pandemic is a factor anymore.
West Central	High School	Suburb	I had two teachers, one math and one special education, who decided to leave the profession. We were able to get qualified replacements, one of whom is on a teacher exchange visa. We had two science positions (one left for administration, one for a job in a neighboring city) and had zero qualified applicants. This required reworking our master schedule and hiring a person on an emergency sub license who will be going through an alternative licensure program.
Suburban Cook	Elementary	Suburb	I have long term staffing issues due to the inability to compete with charter schools and the City of Chicago, which pays significantly higher salaries.
Southeast	Elementary	Rural	I would like to be able to hire support staff such as a nurse, but I am lacking funding.
Southeast	Elementary	Rural	IEP and 504 Case Loads are rising, and we have not been able to find additional licensed (and employable) LBS1 teachers. Case load and overall workload is unfairly increasing for existing staff and is adding to reasons for already leaving public education.
Suburban Cook	Elementary	Suburb	Impact on scheduling and creative staffing to cover absences/shortages
West Central	Unit	Town	In the short term, the lack of applicants has forced us to cover classrooms, bus routes, etc. on a daily basis.
East Central	Elementary	Rural	Inconsistency in staffing. Teachers and administrators that are serving in multiple roles.
Southeast	Unit	Rural	Increased class sizes.
West Central	High School	Town	Increased costs, lower quality instruction
Northeast	Elementary	Suburb	Increased turnover, tension, and burnout.
Northwest	Elementary	Rural	Inflated salaries
Northeast	High School	Suburb	Instructional aide (ESL and Special Education)
Northeast	Elementary	Suburb	Instructional Assistants (PARAs) hard to staff
Southeast	High School	Town	It is challenging meeting the needs of students with limited staff.
Southwest	Unit	Town	It is challenging to fill positions and keep quality candidates employed.
Suburban Cook	Elementary	Suburb	It is extremely hard to fill long-term openings due to maternity leaves or medical issues.
Southeast	Elementary	Town	It is hard to find qualified candidates across the board. There are only a few applicants for each position.
Southeast	Unit	Rural	It is impacting the daily operations of the district. Various employees are covering other positions to make sure classes are covered and work is getting finished. Retired staff will not come back to sub, due to fear of getting sick.
Southeast	Elementary	Town	It is very difficult to get subs for staff members who are sick. We are also struggling to fill bus driving and custodial positions.
West Central	Unit	Rural	It seems there are more staff members leaving for other districts or leaving education entirely.
Southwest	Unit	Suburb	Job changes and sub shortages on top of burnout.
East Central	Unit	Suburb	Just like everyone else. Subs and high-quality candidates in the pool.
Southwest	Unit	Rural	Lack of applicants to apply for positions

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Southwest	Unit	Rural	Lack of applicants. Staff quitting.
Southeast	Unit	City	Lack of candidates in all positions
East Central	Unit	Suburb	Lack of candidates....little to no applicants for positions we would have filled five years ago.
East Central	Unit	Town	Lack of certified teaching applicants in several areas.
Northeast	Unit	Suburb	Lack of continuity.
Suburban Cook	Elementary	City	lack of good support staff members
Southeast	Unit	Rural	Lack of individuals who previously substituted in the district returning following the pandemic; early retirements
East Central	Unit	Rural	Lack of interested applicants Coverage expanded (existing employees covering classes, etc. Negative academic effect in classroom as non-qualified educators instructing students
Northwest	Unit	Rural	Lack of overall applicants has resorted to us using virtual education/teaching and therapy. Learning loss from remote situations.
Northeast	Elementary	Suburb	Lack of Paraprofessionals and Special Education staff.
Northwest	Elementary	Town	Lack of people wanting to work.
Southeast	Unit	Rural	Lack of people willing to work full-time for custodians, bus drivers and lack of fully qualified individuals.
East Central	Elementary	Rural	Lack of potential employees
West Central	Elementary	Suburb	Lack of qualified applicants
West Central	Unit	Rural	Lack of qualified applicants
Northeast	Elementary	Suburb	Lack of qualified applicants and many certified staff members needing short term approval endorsements.
Suburban Cook	Elementary	Suburb	Lack of qualified applicants.
West Central	Unit	Town	Lack of qualified applicants.
Suburban Cook	Elementary	Suburb	Lack of qualified candidates and districts are competing against one another.
West Central	Unit	Town	Lack of qualified candidates and subs
West Central	Unit	Rural	Lack of qualified candidates.
Southeast	Elementary	Rural	Lack of qualified staff.
East Central	Unit	Rural	Lack of quality instruction and we are suffering in the areas of supporting students' mental health.
Northwest	Unit	Rural	Lack of Science and Special Ed. Teachers
Southeast	Unit	Town	Lack of staff
Suburban Cook	Elementary	Suburb	Lack of subs and paraprofessional support to assist kids
Southwest	Elementary	Suburb	Lack of substitute teachers has made providing any type of PD for teachers/staff difficult. Keeping from pulling aides from classrooms where they are needed has hurt our ability to meet the needs of all students.
East Central	Unit	Rural	Lack of substitutes.
Southeast	Elementary	Rural	Lack of support staff and specialist teachers such as Title 1 teachers.
Northeast	Unit	Rural	Lack of support staff candidates. We have two SLP, one Psych, and one SPED (LBS1) position still unfilled. Additionally, we are significantly short on cooks, bus drivers, and Para pros.
Southeast	Unit	Rural	Lack of teachers and bus drivers

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Northeast	Elementary	Suburb	Lack of teaching assistants
Northwest	Unit	Rural	Large number leaving education - both certified and support staff.
Southwest	Elementary	Suburb	Larger class size and less attention to students in the homeroom.
Northeast	Elementary	Suburb	Larger class sizes and less offerings
Northeast	Elementary	City	Last year we had significant staffing issues, but we do not this year.
Southeast	Unit	Town	LBS1 Teachers and substitutes
Southeast	Unit	Town	Learning loss and attendance.
East Central	Elementary	Town	Learning loss in lower grades.
Suburban Cook	Elementary	Suburb	Leave of absences, trouble filling leave of absences, long term related service staff wanting virtual options only.
Suburban Cook	Elementary	Suburb	Less amount of certified support staff, such as social workers, psychologists, along with special education teachers.
East Central	Unit	Town	Less and less interest in pursuing employment in education.
Northeast	Elementary	Suburb	Less applicants
Southwest	High School	Suburb	Less applicants
Northwest	Unit	Town	Less applicants - necessary to honor all years of experience, etc. to attract new candidates
East Central	Unit	Town	Less applicants for certified and non-certified positions.
East Central	Unit	Rural	Less applicants than before the pandemic has increased the amount of time administrators spend on finding applicants vs reviewing applicants' credentials.
Northwest	Unit	Rural	Less available people, especially for subs.
Southwest	Elementary	Suburb	Less candidates available for positions.
Northeast	High School	Suburb	Less classroom support for Special Education, English Learners, and Tier II interventions
Northeast	Elementary	Suburb	Less people what to work in schools for low wages and kids are not receiving services.
Northeast	Unit	Suburb	Less qualified candidates applying for certain teaching positions. Less candidates to fill non-certified positions or not interested in working for school systems. More teachers leaving the education field.
East Central	Unit	Rural	Less quality applicants for all positions.
Northeast	Elementary	Suburb	Less subs are available. Fortunately, we have permanent subs in our building. Also, bus drivers and paraprofessionals are very difficult to find due to not having the proper licensing.
Suburban Cook	Elementary	Suburb	Less substitutes and paraprofessionals mean less ability for our certified staff to continue to spend working hours on professional development and contributes to their burnout. We have had to accept more part-time staffing solutions which results in more employees to fill the same number of open positions
Suburban Cook	Elementary	Suburb	Licensed teachers for Preschool, EL, and service providers
Southwest	Unit	Town	licensure (short term)
Northeast	Elementary	Suburb	Like all districts, we have witnessed a huge decline in qualified applicants. There are many reasons for this, but ISBE has made this problem far worse by narrowing the grade level spans in which a teacher can qualify to teach. This is a huge problem, particularly at the middle school level.
Northwest	Unit	Town	Limited ESL resources. VERY limited substitute teachers and substitute ESP's.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Suburban Cook	Elementary	Suburb	Limited Special Education staff and paraprofessionals.
Suburban Cook	Elementary	Suburb	Long term subs needed now
Suburban Cook	Elementary	City	Longer search and interview processes
Southeast	Unit	Rural	long-term substitutes; open positions.
Southeast	Parochial		Loss of Enrollment Loss of Federal Funding (Due to loss of enrollment) Declining abilities to teach the curriculum Increased administrator man hours trying to coach non-certified teacher School Morale issue School Financial Issues Co-Op Middle School Sports due to loss of enrollment
Southwest	Elementary	Suburb	Loss of instruction and 1 to 1 support.
Northwest	Unit	Town	Lost 2 teachers to fatigue and they are not teaching this year. We have several positions that required us to work closely with the ROE to get emergency certifications.
West Central	Unit	Town	Lost experienced staff to early retirement or other careers.
West Central	Elementary	Rural	lost support personnel such as custodian; lost substitute teachers
Northeast	High School	Suburb	Lots of new staff this year as the current state of national employment has changed.
West Central	Unit	Rural	Mainly, a major shortage in non-licensed staff such as bus drivers and custodians.
Southeast	Elementary	Rural	Major impacts on the number of qualified candidates that are applying for open positions.
Southeast	Unit	Town	Major shortage for hourly non-certified staff
Northeast	Unit	Suburb	Many fewer subs due to shared pool of candidates Parapro candidates are regionally low. Lots of competition in this market.
East Central	Elementary	Rural	Many more retirements across the board in education
Northwest	Unit	Rural	Many of our personnel left education to pursue other careers.
Northwest	Unit	Rural	Many unvaccinated employees still refuse to test, remaining on unpaid leave.
East Central	Elementary	Rural	Mental health issues with staff are as bad as the student's mental health. Teachers quit the profession after covid and are not coming back.
Northwest	High School	Rural	Minus 1 FTE for special education, Minus 1 FTE for middle school ELA, minus 1 FTE for 5th grade bilingual classroom, minus 1 FTE for elementary education. Average to quality paraprofessionals is increasingly difficult to find. Bus drivers are almost impossible to find.
Southeast	Unit	Rural	Minus a Title I Teacher
Suburban Cook	Elementary	Suburb	More competition from other districts that have more funding and can offer higher salaries off schedule. Competition from non-educational institutions that are paying higher hourly wages.
Northeast	Elementary	Suburb	more internal subbing due to less subs, and difficulty hiring paras
East Central	Unit	City	More staff is taking sick time due to COVID like symptoms.
West Central	Unit	Suburb	More workload and discontent by those covering for shortages.
West Central	Unit	Suburb	More-frequent absences due to additional days off
Northeast	Elementary	Rural	n/a
Southeast	Elementary	Town	N/A
East Central	Elementary	Rural	NA

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Northeast	Unit	Rural	NA
Northeast	Elementary	Suburb	NA
Northwest	Elementary	Suburb	NA
Suburban Cook	Elementary	Suburb	Need for additional social worker
Northeast	Elementary	Suburb	Needing to pull specialized staff to sometimes cover classrooms due to the substitute shortage and the large number of staff on leave.
Southeast	Elementary	Town	No applicants for non-licensed.
East Central	Unit	Rural	No applicants for our positions.
Southeast	Unit	Rural	No custodians, no full-time teachers in 5 classrooms.
East Central	Unit	Rural	No effects are pandemic related.
Southwest	Unit	Rural	No effects. We struggle like all others with finding subs, but we are fully staffed at this time.
West Central	Unit	Town	No one is going into teacher.
East Central	Elementary	Town	No one wants to work so filling positions is difficult.
West Central	Unit	Rural	No paras, no bus drivers, no counselors, limited to no pool of qualified teachers depending on subject and grade level. The new PEL has made it even worse.
Northwest	Unit	Rural	No short-term effects other than burnout
West Central	Elementary	Suburb	No subs available when staff have to be off due to illness or personal business. Classes sometimes have to be combined; administrators have to spend days teaching which does not allow them to complete other tasks. Lack of bus drivers and driver subs have forced us to cancel routes for a day or longer as there truly is no one to drive the bus.
Southwest	Unit	Rural	No subs, teachers, or bus drivers available
Southwest	Unit	Rural	No Teachers or Substitutes
West Central	Unit	Rural	noncertified teachers in the classroom
Suburban Cook	Elementary	Suburb	Non-certified positions remain unfilled.
Northeast	Elementary	Suburb	Non-certified staff shortages are inhibiting us to move forward with important initiatives.
Suburban Cook	Elementary	City	None
Northwest	Unit	Rural	None
East Central	Elementary	Rural	none
Northwest	Unit	Rural	None
Southeast	Unit	Rural	None
Southeast	Unit	Rural	None
Northwest	Unit	Rural	None
Suburban Cook	Elementary	Suburb	None
East Central	Unit	Town	None
West Central	Unit	Town	None
West Central	Unit	Town	None

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Southeast	High School	Rural	None
Northwest	Unit	Rural	None at this time
Northwest	Elementary	Rural	none at this time
Northeast	Elementary	Rural	None at this time.
Northwest	Elementary	Suburb	None at this time. We have been fortunate to retain staff through the pandemic.
Southeast	Elementary	Rural	none that I am aware of.
Southeast	High School	Town	None yet.
Southwest	High School	Suburb	None.
Northwest	High School	Town	Non-licensed staff positions are very hard to fill with quality candidates willing to work. Candidates are demanding excessive starting pay rates.
West Central	Unit	Rural	Not a competitive candidate pool
East Central	Unit	Rural	Not able to serve kids because we can't get staff and then they don't stay in education.
Southeast	Unit	Suburb	Not adequately staffed to help serve student needs
East Central	High School	Town	Not as many candidates
Northwest	Unit	Rural	Not enough bus drivers resulting in split routes and start times.
Suburban Cook	Elementary	Suburb	Not enough qualified staff on hand to address immediate social and emotion issues that arise.
Northeast	Elementary	Suburb	Not enough qualified teachers to fill open positions
Suburban Cook	Elementary	Suburb	Not enough subs. Not enough bus drivers. Not enough cafeteria workers.
Southeast	Elementary	Rural	Not finding qualifies teachers for music, art, and library open FTEs.
Southwest	Unit	Suburb	Not having applicants to fill empty positions
Suburban Cook	Elementary	Suburb	Not having the strongest staff members in crucial role. Additional support for new staff members on STA.
Suburban Cook	High School	Suburb	Not much
West Central	High School	Suburb	Not much "choice" for open positions as pools are shallow. We may have an opening with one applicant we are "hoping" fits.
Southwest	Unit	Rural	Numerous teachers are teaching a sixth assignment. Sub are covering classes.
Southeast	Unit	Rural	Offering of classes and some class numbers are higher.
Northeast	Elementary	Suburb	Open positions for paraprofessionals, bus drivers, LBS.
Southwest	Unit	Suburb	Our biggest short-term effect is the lack of assistants and substitute teachers.
East Central	Unit	Town	Our district has needed to contract with an outside company to provide students with required speech-language pathologist services.
Suburban Cook	Elementary	Suburb	Our district is trying to pull together resources and reorganize staff for coverage. We have an increase of vacancies in all areas.
West Central	Unit	Rural	Our district needs substitutes, substitute bus drivers, and qualified teachers.
Northwest	Elementary	Rural	Our new hires have been more experienced teachers and support personnel and have cost us more money.
Suburban Cook	Elementary	Suburb	Our reading specialists had to double their caseload and we do not have adequate EL support.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Northwest	Unit	Town	Out of roughly 60 teachers, we have 2 that are working on long-term substitute licenses and 2 that have come out of retirement to fill our vacancies. While these folks are working hard, they are not long-term answers for these vacancies. That means we will likely have to deal with the challenges of having inexperienced teachers in those roles again next year. If we could have hired fully qualified and not retired folks, we likely would have retained most, if not all, of them. Obviously, inexperience can cause growing pains and not the best instruction for students. We have fewer bus drivers than we really need causing us to run double routes (that is, running to pick up a group, dropping them off at school, and quickly running to get a second group off at school. The buses are more congested than we would like.
Northeast	Unit	Town	Overall fewer applicants in general.
Southeast	Elementary	Rural	Overall lower performance in reading/math
West Central	Unit	Rural	Overwhelming fatigue, stress, early burnout...we are in danger of losing good teachers.
Southeast	Unit	Rural	Overworked staff. OT
Northeast	High School	Suburb	Paraprofessional supports in special ed
Suburban Cook	High School	Suburb	paraprofessionals, cafeteria workers, bus drivers
Northwest	Unit	Town	People accepting a position and then backing out when a more lucrative order comes along.
Southeast	Elementary	Rural	People do not want to work.
West Central	Unit	Suburb	People do not want to work.
Northeast	Unit	Town	People who do not want to return to the workforce and teachers who were burnt out because of the high stress caused by the pandemic. Many teachers went to Indiana where governmental leadership didn't have as heavy of a hand on education.
West Central	Elementary	Rural	Problem getting substitute. Our problems started before the pandemic.
Northeast	Elementary	Suburb	Qualifications of candidate pool especially subs, paraprofessionals, secretaries.
Southeast	Elementary	Rural	Qualified special education machine
West Central	Unit	Rural	Qualified teachers. Some positions are filled with long-term subs.
Suburban Cook	High School	City	Quality and volume of candidates.
Northeast	High School	Rural	Quality staff
Northeast	Elementary	Suburb	Reluctance of subs
Southeast	Parochial		Retention and pay
Northeast	Elementary	Rural	Schedule needed to be drastically changed to allow for teachers to remain at >50% of their day in their subject area while picking up classes outside of their expertise.
East Central	Unit	Rural	Science had to remove dual credit - remove a high school class due to applicant High School Math had to hire student teacher and pay them with hope they continue
Southwest	Unit	Town	Serious effects.
Suburban Cook	Elementary	Suburb	Several maintenance positions unfilled.
West Central	Elementary	Rural	Several parents of younger students opted not to promote their students, requiring additional staffing in younger grades.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Southeast	Unit	Rural	Several teachers are not certified, but are working towards certification
Northwest	Unit	Suburb	Severe shortages of paraprofessionals and support staff.
East Central	Elementary	Rural	short a classroom teacher and a P.E. Teacher. We also do not have a pool of drivers to help with buses.
Suburban Cook	Elementary	Suburb	Short term with student services being filled, in particular special education
Northwest	Unit	Town	Shortage in all areas.
Northwest	Unit	Rural	Shortage of applicants for all positions.
Suburban Cook	High School	Suburb	Shortage of faculty and staff.
West Central	Unit	Rural	Shortage of non-certified applicants.
Southeast	Unit	Rural	Shortage of Substitute teachers and HS Math candidates
Northeast	Elementary	Suburb	Shortage of substitute teachers to be present on site. Employees offered positions are changing their minds or accepting other offers after being offered employment.
East Central	Unit	Rural	Shortages in all areas.
Northwest	Elementary	Suburb	Shortages in SPED paraprofessional interest is impactful and difficult. We are relying on contract services to help out with shortages and have outsourced pieces of our custodial night cleanings.
Suburban Cook	Elementary	Suburb	Shortages in subs, paras, lunchroom and custodial.
Northeast	Elementary	Suburb	shortages of qualified staff and the ability to attract candidates due to inequitable funding.
Southeast	Elementary	Town	Shortages of teachers, especially special education, surrounding districts calling our teachers to "recruit" them, parents requesting "online school" for their children
Southeast	Unit	Town	Short-staffed cafeteria staff leads to high stress and more sick days taken. Shortage in special education has led to larger class sizes and increased strain on teachers and paraprofessionals.
Suburban Cook	Elementary	Suburb	shortage on speech therapists, special education, and Physical education.
Suburban Cook	Elementary	Suburb	Significant paraprofessional and substitute shortages.
Suburban Cook	Elementary	Suburb	Significant shortage of bilingual education teachers. We were lucky to find enough ELL licensed teachers when we had no bilingual education licensed candidates.
West Central	Unit	Rural	Social workers and psychologist are not available for services as well as intervention staff.
West Central	Elementary	Suburb	social workers, mental health, counselors, substitutes, paraprofessionals.
Northwest	Elementary	Rural	Some people are teaching one section or class in an area outside of their expertise.
Southeast	Elementary	Rural	Some substitutes have not returned after the pandemic.
Northwest	Unit	Rural	some teachers and paras not certified
Northwest	Unit	Rural	Spanish, SPED teachers
Suburban Cook	Elementary	Suburb	Special Ed Teacher Middle School Math Teacher
Northwest	Elementary	Town	Special Education counts are growing, and the number of SPED certified staff is significantly decreasing.
Northwest	Unit	Suburb	Special Education, Math and Science
Northeast	Elementary	Suburb	Special education/support staff shortages
Northeast	Elementary	Suburb	Specialized positions or middle school content positions

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Northwest	Unit	Rural	Spending more and more time on finding licensed candidates or working with them to acquire appropriate licensure.
West Central	Unit	Town	Staff attendance is poor.
West Central	Unit	Town	Staff leaving the profession.
West Central	Unit	Town	Staff morale is still recovering.
Northwest	Unit	Rural	Staffing shortages do not support catching up on learning loss from the pandemic.
Northwest	Unit	Rural	Still a serious lack of necessary substitute teachers.
Northwest	Elementary	Rural	Stress on current staff to help pick up the slack of others
Southwest	Unit	Town	Struggling to find special education teachers.
East Central	Unit	Rural	Struggling to find teachers in the areas of special education, math, and science
Northwest	High School	Rural	Struggling to have a sufficient pool to select teachers to interview. No applicants for non-certified positions (ALL POSITIONS)
East Central	Unit	Rural	Student growth will stagnate. Culture and climate of current staff will likely suffer due to everyone having to take on additional roles and duties to cover for lack of staff.
Southwest	Unit	Suburb	student literacy rate lower. Lower attendance rates could be a result of past remote learning.
West Central	Unit	Town	Students and staff aren't working as hard as they were prior. Expectations and effort are lower.
Northeast	Elementary	Suburb	Students have various needs; we did not have enough staff to support them causing higher student to teacher ratios.
Southwest	Unit	Suburb	Students like highly qualified and effective teachers to help overcome deficits as a result of the pandemic.
East Central	Unit	Rural	Students may not be receiving highest quality of education
Northeast	High School	Suburb	Students not getting services.
Northwest	High School	Suburb	Sub pool greatly diminished
Northwest	Unit	Suburb	Sub pool is smaller, hard to get subs for teachers and paras. Hard to fill positions, like Sped, Dual Language and CTE have been harder to fill.
Northeast	High School	Rural	Sub shortage, several staff in retirement track, paraprofessional shortage, worried about the future for filling roles. We are a small rural school district.
Suburban Cook	Unit	Suburb	sub shortages
Southwest	Unit	Suburb	Subs Special Education Teachers Bus Drivers Related Service Staff
West Central	Elementary	Suburb	Subs are teaching classes and not certified teachers.
Southeast	Elementary	Town	Subs for both Teachers and Para's
Southeast	Unit	Rural	subs for teachers/paraprofessionals for staff missing due to COVID reasons
Suburban Cook	Elementary	Suburb	Subs, bus drivers and support staff are very big areas of concern
Suburban Cook	Elementary	Suburb	Substitute availability and hourly positions.
Northwest	Unit	Rural	Substitute shortage is a huge issue causing teacher to not take sick days when needed or the need to double up classes causing inappropriate learning conditions for everyone.
West Central	Elementary	Rural	Substitute teachers and the lack of a quality candidate pool for a 5th grade opening we had this year.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
West Central	Unit	Rural	Substitute teachers are a very difficult to come by at this time. We struggle finding subs when we need them.
Suburban Cook	Elementary	Suburb	Substitutes
Southwest	Elementary	Suburb	Substitutes and Non-Certified positions are difficult to fill.
Southwest	Elementary	Suburb	Substitutes and paras are virtually impossible to find.
Southeast	Elementary	Town	Substitutes and special education
Northeast	Elementary	Town	Substitutes, custodians
Suburban Cook	Elementary	City	Substitutes, para pro, and nursing staff are in short supply.
East Central	Unit	Town	Support Personnel - transportation, supervisors, secretarial.
Southeast	Unit	Town	Teacher burnout with staff and students missing several days due to illness.
Suburban Cook	High School	Suburb	Teacher shortage ... normally, at the least, we had a pool of qualified teachers... this year was most awful as it relates to qualified teachers
Southwest	Unit	Suburb	Teacher shortages in high-needs areas. Substitute coverage due to increased teacher absences. Non-licensed staff in areas of bus drivers, safety aides, and cafeteria workers.
Northwest	Unit	Rural	Teachers are being asked to cover more due to substitute shortages. Our custodial and kitchen workers are not fully staffed and have no subs available
Southeast	Elementary	Rural	Teachers are leaving for private sector jobs that pay more and require less work outside of business hours.
Suburban Cook	Elementary	Suburb	Teachers are resigning at the last minute.
West Central	Unit	Rural	Teachers are retiring as soon as possible causing more shortages
East Central	Unit	Town	Teachers are running on empty. The parents are crazy and interactions with most are difficult. Many are ready to leave the profession.
Southeast	Elementary	Rural	Teachers are struggling with students who are very low academically. Burn-out among teachers is a real thing.
Southwest	Unit	Town	Teachers going to other districts
Southeast	Elementary	Rural	Teachers leaving the profession. Don't want to deal with COVID anymore.
West Central	Unit	Rural	Teachers moving out of the state of Illinois.
Northeast	Elementary	Suburb	Teaching Assistant positions remain unfilled. Lunchroom Supervisors last a week, at best and/or picking and choosing what days to show up. These duties have to be covered by administration. Which takes 3 hours of time out of teacher observation and Instructional Leadership.
Northeast	Elementary	Suburb	Teaching assistants and hard to fill teaching positions are a challenge to fill
Southeast	Elementary	Rural	The "Non licensed staff" primarily bus drivers and the "support staff" are the largest hurdles we are facing. Districts are forced to get creative to meet the needs of the students.
Suburban Cook	Elementary	City	The afterschool program we partner with did not have enough staff to support our needs.
Northwest	Elementary	Suburb	The number of individuals willing to work.
Suburban Cook	Elementary	Suburb	The applicant pool is very thin with ANY posting. And we were not able to find qualified applicants for all vacancies.
Northeast	High School	Suburb	The applications of qualified applicants are significantly down. The paraprofessional we are saved with the Short-Term Emergency in Paraprofessional. Substitute teachers is a significant issue as well.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Suburban Cook	Elementary	Suburb	The availability of teachers, special education, and support staff applicants.
West Central	Unit	Suburb	The candidate pool is sparse. We did not get any special education applicants and had to fill the position with a long-term sub.
Suburban Cook	Elementary	Suburb	The COVID-19 pandemic has caused significant staffing challenges for the Park Forest Chicago Heights School District. In the years before the pandemic, we hired 64 new staff members each year. Since the pandemic, we've averaged hiring 41 staff members. This year, we were only able to hire 23 staff members. The decline in candidates has resulted in our removing our specialists and placing them back into classrooms. Therefore, decreasing the number of instructional coaches, reading specialists, and interventionists to support our children.
Southeast	Elementary	Rural	The educator shortage is larger than the COVID-19 pandemic.
West Central	Unit	Rural	The inability to fill positions for our District.
Northwest	Unit	City	The lack of available substitutes
Suburban Cook	Elementary	Suburb	The lack of paraprofessional and ESL Bilingual applicants is troubling.
Northwest	Elementary	Suburb	The lack of substitute teachers has required us to pull paras or other employees to cover classes. Lack of bus drivers causes issues with completing routes if more than one driver is absent.
Northeast	Elementary	Suburb	The loss of paraprofessionals, school psychologists, bus drivers.
Southeast	Elementary	Rural	The major difficulty we had was finding substitute teachers.
Southeast	Unit	Town	The most significant short-term effect is a substitute teacher shortage.
East Central	Unit	Rural	The need for additional intervention staff has created more shortages.
West Central	Elementary	Suburb	The number high quality applicants in certified positions and bus drivers have been fewer.
Southwest	Unit	Town	The pandemic has had no impact. We are rural and there are fewer young people going into education. Check the colleges.
Northeast	Elementary	Suburb	The pandemic itself did not necessarily impact teacher shortage. It is the political divide that hurt applicants - no one wants to go into this field any more due to the aggression towards public education. In addition, Outside companies had to raise their salaries so competitively that non-certified staff are hard to find. Finally, the rules and regulation of special education has absolutely decimated the candidate field. Educators do not want to go into special education where parents sue, there are impossible hoops to jump through, and the position is significantly more difficult than general education - for the same pay.
Northeast	Elementary	Suburb	The pool of candidates is dwindling - much smaller each year.
Northwest	Unit	Rural	The pools for all positions have significantly shrunk
Northeast	High School	Suburb	The short-term effects are: 1. Very difficult to support Special Education and ELL students; 2. Very difficult to fill long-term substitute positions; 3. Very difficult to secure teachers in areas such as technology, family and consumer science, and trades.
Suburban Cook	High School	Suburb	The vendor we use for bus transportation is having a difficult time finding bus drivers which is causing many issues for our school district.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Suburban Cook	Elementary	Suburb	There are greater teacher absences due to Covid protocols and illnesses coupled with a sub shortage. It is difficult to make sure there is consistency in the classroom and that students are receiving the appropriate instruction.
Southeast	Unit	Rural	There are no substitutes available. We have hired permanent subs to fill positions.
Southeast	Elementary	Rural	Things are relatively stable now.
Suburban Cook	High School	Suburb	This year we could not find school psychologist, speech pathologists, bus drivers and licensed substitute teachers to cover long term leaves.
West Central	Unit	Rural	Tough to find qualified candidates willing to work in the schools.
West Central	Unit	Rural	Trying to find subs to cover classrooms
Southwest	Unit	Rural	Unable to fill school counselor, school social worker, and school psychologist positions.
Northeast	Elementary	Suburb	Unable to service all special education students.
Northwest	Elementary	Rural	Under qualified or inexperienced staff who need a lot of oversight, assistance, and training. This is taking up the majority of my time. Retired teachers who used to sub do not want to work in buildings where illness, particularly COVID may be spread.
Northeast	Unit	Suburb	Unfilled Para-Pro positions have significantly increased.
East Central	Unit	Town	Unfilled positions
East Central	Unit	Town	Use of personnel in positions where they have not completed the license
Northeast	Unit	Suburb	Using outside contracted agencies
Southwest	Unit	Rural	Very few applicants for open positions. Few people willing to sub.
Southeast	Unit	Rural	Very few substitute teachers and some staff members are teaching in areas that they are not certified in but have a provisional certification.
Suburban Cook	Elementary	Suburb	Very few substitutes and paraprofessionals and a significant increase in the need for both
Suburban Cook	Elementary	Suburb	We are consistently short on Special Education teachers
East Central	Unit	Rural	We are daily filling voids in the classrooms/hallways, and other areas.
Northeast	Elementary	Suburb	We are doing more recruiting, and it is taking slightly longer to fill vacancies.
East Central	Elementary	Rural	We are doing okay.
Southeast	Elementary	Rural	We are doing well in this area.
Southeast	Unit	Town	We are doubling up and running double routes in the morning and afternoon bus routes. We had to move students into other classrooms for positions that were unable to be filled. We have very little subs, so teachers are covering for teachers- no prep, larger class size, etc. We have had to use teletherapy because we could not find a therapist for services.
Northeast	Unit	Suburb	We are experiencing a significant shortage of substitute teachers to adequately cover district absences.
Suburban Cook	Elementary	Suburb	We are experiencing difficulty filling vacancies for certified teachers, especially Special Education teachers, substitute teachers, paraprofessionals, and other positions.
Southwest	Unit	Rural	We are experiencing teachers leaving the teaching field and opening up teaching positions in our district.
Southeast	Elementary	Rural	We are fully staffed at this time.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
East Central	Unit	Town	We are fully staffed.
Suburban Cook	Elementary	Suburb	We are having a hard time filling special education teaching roles, custodians, dual language roles
Northwest	Elementary	Rural	We are having difficulties filling lower elementary teaching positions with well-qualified applicants.
East Central	Unit	Town	We are having problems with providing support services, i.e., paraprofessionals, support staff, and non-licensed staff.
West Central	Elementary	Suburb	We are having to staff certified positions with long term subs.
Suburban Cook	Elementary	Suburb	We are hoping that we have a more normal school year. Our staffing is better than last year, but we've experienced more staff turnover this past year.
Northwest	Unit	Rural	We are in need of a high school Spanish teacher.
Northeast	Elementary	Suburb	We are not adequately staffed to meet IEP minutes for students. We are also seriously short on bus drivers to transport our students on a daily basis and custodians to keep our schools clean.
East Central	Unit	Rural	We are not offering Art in grades K-8 except via the classroom teacher. High School students will be taking art via online programming.
Suburban Cook	Elementary	Suburb	We are ok for now.
Suburban Cook	Elementary	Suburb	We are scrambling to get bus drivers licensed due to the language barrier (on the written test). We are also struggling with teachers/staff that need to quarantine and getting them subs. We are spending more on internal subs.
Northwest	Unit	Suburb	We are seeing more non-cert. and paraprofessionals applying for positions, but slightly fewer certified staff. We have more substitute teachers, but so many of them are taking long-term sub jobs that they aren't available for short-term/daily sub jobs. Our experience is that staffing issues are due more to shortages than the pandemic now.
Northwest	Elementary	Town	We are seeing more substitutes coming back which is encouraging. However, we have increased our rates due to the economy
Suburban Cook	Elementary	Suburb	We are short 5 SPED teachers. In addition, it has been difficult to attract lunchroom staff.
Northwest	Unit	Rural	We are short two teachers, paraprofessionals, and two bus drivers who left the profession due to COVID restrictions.
Suburban Cook	Elementary	Suburb	We are simply not able to fill needed positions, specifically in the area of SW and EL/Bilingual.
Northwest	Unit	Suburb	We are spending extra to get support services from outside consultants and groups.
Northeast	Elementary	Suburb	We are still in need of paraprofessionals and teaching assistants to support our student needs. We also had a tremendous number of staff decline offers for higher paying jobs. The impact is that we do not have the highest talent filling out spots.
Northeast	Elementary	Rural	We are still short school bus drivers.
Suburban Cook	Elementary	Suburb	We are struggling daily to fill all of our classroom positions.
Southeast	Elementary	Rural	We are struggling to find custodians (full and part-time) as well as a qualified social worker, speech/language pathologist, and special education teacher.
State	SPED		We are struggling to get and keep auxiliary staff such as paraprofessionals, dietary, and bus drivers.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Southwest	Elementary	Town	We are struggling with retaining workers who are hourly employees such as non-licensed staff. We cannot compete with the private industries increase in wages.
Suburban Cook	Elementary	Suburb	We are unable to find hourly staff to work in our lunchrooms. We are also having trouble finding paraprofessionals. Our bus contractor reduced our routes from 15 to 7 and still cannot fully staff the 7 routes on a regular basis.
Northeast	Elementary	Suburb	We are using agency paras and custodians to cover absences. Also, we are very short in covering FMLA sub openings.
Suburban Cook	Elementary	Suburb	We are using long term subs.
East Central	Unit	Rural	We are using the retiree return to work program, along with substitutes to fill our two open certified positions.
East Central	Unit	Rural	We are utilizing distance learning a great expense and possible detriment to learning.
Southeast	Unit	Rural	We are very fortunate and are fully staffed.
Suburban Cook	Elementary	Suburb	We are working to hire subs, parapros and lunch supervisors. With student behavior and emotional needs at a higher level, we need additional staffing and there is a shortage, so we struggle to provide adequate supervision. We often do not have adequate subs and it will impact student achievement
East Central	Unit	Rural	We cannot find enough bus drivers or substitutes. We were unable to fill a position for special education for 22-23.
West Central	Unit	Rural	We cannot find Math teachers, special education teachers, counselors
Northeast	Elementary	Suburb	We cannot find a school psychologist and had great difficulty find a school counselor/social worker. This has impacted our ability to intervene with students experiencing social/emotional issues, especially after coming out of the pandemic when needs have been greater.
Southeast	High School	Town	We can't find highly qualified staff
Southwest	Elementary	Suburb	We can't find paraprofessionals and substitute teachers.
East Central	Unit	Town	We continue to have challenges in getting a high number of applicants, but this was also the case prior to the pandemic
Suburban Cook	Elementary	Suburb	We continue to have difficulty staffing non-licensed transportation and supervision staff.
Southwest	Elementary	Suburb	We continue to struggle to fill open positions.
East Central	Unit	Rural	We currently have 4 long-term substitutes in place for certified positions.
Suburban Cook	Elementary	Suburb	We currently have unstaffed Professional positions open.
Southwest	Unit	Town	We do not have enough bus drivers or paras.
Suburban Cook	High School	Suburb	We don't have sub and there are no teachers available for leaves of absence. Teachers have overloads.
Northeast	Elementary	Suburb	We ended up filling all of our positions, but we rarely had more applicants than we had positions. i.e., 1-2 people applied for each open position.
West Central	Unit	Town	We had some staff leave the educational profession.
Northeast	High School	Suburb	We had to eliminate a Tech Ed position due to inability to find qualified candidate.
West Central	Unit	Rural	We had to eliminate some specials at the junior high to move a STEM teacher back to teaching science because we had no applicants for the position, and we are teaching high school Chemistry online with a

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
			permanent sub in the room. While math was also difficult, science was impossible to fill as we had no qualified applicants to fill our three vacancies.
Northwest	Elementary	Rural	We had trouble finding a cook and a fifth-grade teacher. Couldn't find certified people
East Central	Unit	Rural	We have 4 long term substitute teachers acting as full-time teachers in their own classroom right now but 3 of them will have completed their degree in December.
Suburban Cook	Elementary	Suburb	We have 42 teaching openings within the district and the district has filled the positions with substitute teachers.
Southwest	Unit	Suburb	We have a desperate need for special education teachers.
Northwest	Unit	Rural	We have a significant shortage of applicants across the board. We have a VERY limited substitute pool.
East Central	Unit	City	We have a significant shortage of Paras and LBS1 staff.
East Central	Unit	Rural	We have a smaller pool of substitutes.
Suburban Cook	Elementary	Suburb	We have a substitute teacher in our EC classroom and Jr High health.
Northeast	Elementary	Suburb	We have an increased need for EL paraprofessional support.
West Central	Elementary	Suburb	We have difficulty finding custodians.
Northwest	Unit	Town	We have fewer applicants applying for open positions. Many times, applicants are not appropriately licensed. Sometimes we are hiring who we can get without much choice.
Suburban Cook	Elementary	Suburb	We have fewer candidates and candidates are backing out of offers frequently.
Suburban Cook	Elementary	Suburb	We have fewer candidates for certified positions. especially with positions that are hard to fill. We have vacancies in three certified hard-to-fill positions.
Southeast	Unit	Rural	We have fewer certified staff members.
Northeast	Unit	Town	We have gotten creative to get coverage for aides and substitutes.
Suburban Cook	Elementary	Suburb	We have had an increase in staff experiencing social-emotional issues.
Northeast	Elementary	Rural	We have had difficulty hiring bus drivers and bus driver substitutes. We also lost a lot of our subs to other jobs when schools were closed. Those numbers have not come back up.
Northeast	Elementary	Suburb	We have had significant troubles staffing our Paraprofessional roles, Transportation department, and Special Education teachers even more since the pandemic.
East Central	Unit	Rural	We have had to consolidate a few positions (special education caseloads and teaching assignments) due to not finding enough SpEd teachers.
West Central	Unit	Rural	We have had to overload individuals due to lack of teachers. We have moved staff to cover different open teaching positions. Also, we have had to utilize long-term subs for open teaching positions.
West Central	Elementary	City	We have had to pull certified teachers from support positions like RtI and instructional coaching to fill classroom openings. We have also had zero applicants for our open parapro positions.
Northwest	Unit	Rural	We have had to use long-term subs to fill teacher vacancies and have had to have teachers cover other classes.
Northwest	Unit	Rural	We have more staff members on short term licenses as they complete the credentials to be fully qualified.
Northeast	Unit	Suburb	We have more teachers doing "overloads" to cover classes that are not staffed.
West Central	Unit	Rural	We have no substitutes for many positions and also have very few or no applicants for positions.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
Suburban Cook	Elementary	Suburb	We have not been able to fill all of our substitute and Instructional Assistant needs. These stress our organization by requiring existing staff to substitute and stress our ability to meet service needs for students.
Southwest	Elementary	Rural	We have not been able to fill all teaching positions. Several teachers are filling rolls that are not ideal.
East Central	Elementary	Rural	We have not been able to secure a PE Teacher and are having to use an instruction coach as a classroom teacher.
West Central	Elementary	Rural	We have numerous positions filled with long term subs.
West Central	Unit	Town	We have open Social Worker positions with no applicants.
Northeast	SPED		We have staff suffering from mental illness/ family illness/ personal illness that is causing absences. These absences in turn cause additional hardship on the staff remaining while we are short staffed.
Northwest	Unit	Rural	We have three teachers we hired that are getting their PEL through the WIU Maters Program in hard to fill positions. We are no longer getting applicants for open positions we have to go find people or attract teachers from other districts.
Southwest	Unit	Town	We have unqualified, ill-prepared teachers in the classroom.
Suburban Cook	Elementary	Suburb	We hired more teachers, support staff, administrators, and paraprofessionals. This placed additional stress on our system as we had to find more qualified candidates for hire in a very competitive job market for school districts.
Northeast	Unit	Suburb	we lack people to fill the positions: Paraprofessionals Substitutes
Northeast	Elementary	Rural	We lack substitute teachers and substitute paraprofessionals. We have also struggled with getting a speech pathologist for our building through the SpEd Coop, and my kindergarten teacher is not an early childhood certified teacher, she is currently an elementary certified teacher. The fact that a kindergarten teacher has to be certified in early childhood has made filling kindergarten positions even more difficult!
Northeast	Elementary	Suburb	We lost a special education teacher and to fill the position, creatively shuffled staff but it caused us to remove our enrichment ELA teacher in grades 4-8.
Southeast	Elementary	Town	We need another qualified math teacher in the Jr. High, and we need a bus driver. We can also use a Special Education Teacher/ECE Teacher.
Suburban Cook	Elementary	Suburb	We need more staffing for SEL supports and Human Resources
West Central	Unit	Town	We need more staffing in the non-academic arena, i.e., counselors and school psychologists. We are also having a great deal more difficulty with student behaviors, so our administration has been overburdened.
West Central	Elementary	Suburb	We no longer have individuals willing to serve as substitute bus drivers or custodians, as well as a very shallow pool of substitutes for teaching and paraprofessional staff.
East Central	Unit	Rural	We raised substitute pay to \$125 a day, one of highest in area but still few applicants or takers for openings
Suburban Cook	Elementary	Suburb	We require more SW and mental health team members and we do not have candidates to even consider.
Northwest	Elementary	Town	We still have a lot of absences with positive cases still required to be out for 5 days and for us having to cover the days our staff's children are ill as well.
West Central	Elementary	Rural	We were not able to find a licensed K-8 music teacher.
Northwest	Unit	Rural	We were not able to find a teacher or a sub with a IEIN for a MS science position.

Appendices: Superintendent Comments: Short-term Effects from the Pandemic

Area	Type	Rurality	What short-term effects on staffing is your school district experiencing coming out of the pandemic?
East Central	Unit	Town	We were unable to fill vacant positions in math intervention, elementary 5th grade, elementary and HS special education.
Northeast	Elementary	Rural	We're missing a social worker, but luckily have a school psychologist on staff. We're also missing (2) special education which is crucial for our autistic students.
Northeast	Unit	Suburb	We're seeing an increase in people who are willing to consider or reconsider a career in education but were unwilling due to safety concerns or mandates.
Southwest	Unit	Town	We've been unable to fill multiple vacancies. These include counselors, Speech and language pathologist, Special Education, and Foreign Language.
West Central	Unit	Rural	We've had only a few applicants for positions that were open for "non-pandemic" reasons.
Northwest	Unit	Town	Whether a result of the pandemic or not, people are choosing not to work.
Northeast	Elementary	Suburb	With a smaller talent pool, the choice is either to staff the position with a less than desired candidate, or not fill it at all.
West Central	Elementary	Rural	With many openings in surrounding schools, school staff can move to another position with ease.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

LONG-TERM IMPACTS OF THE PANDEMIC

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Northwest	Unit	Town	5–8-year recovery time for sufficient quality numbers for staffing.
Northeast	Elementary	Suburb	A continued need for additional support in literacy and language acquisition.
East Central	Elementary	Rural	A gap at some point that teachers are very experienced or very unexperienced
Northwest	Unit	Rural	A greater emphasis on recruitment and retention.
Southeast	Elementary	Rural	A LACK OF APPLICANTS FOR ALL POSITIONS!
Suburban Cook	Elementary	Suburb	A lack of qualified individuals
Suburban Cook	Elementary	Suburb	A possible long-term impact (and it still might be too early to determine) is that, of the people who were substitute teachers or instructional assistants prior to the pandemic, fewer are returning to or available for those roles
Suburban Cook	High School	Suburb	a significant decrease in the number of teacher and administrative applicants in the next few years
East Central	Unit	City	A significant number of resignations and retirements. Lack of applicants. People want to work from home.
East Central	Unit	City	Absent staff taking sick time due to COVID like symptoms.
Suburban Cook	Elementary	City	Academic decreases due to lack of substitutes, support staff
East Central	Unit	Rural	Academic Loss Continued frustration from admin staff
Northeast	Elementary	Suburb	Again, inflation and the private sector pay raises are not something we in the public field can do quickly. We cannot drastically raise pay the way private entities can.
Southwest	Unit	Suburb	All contracts were reopened, and salaries raised.
East Central	Unit	Town	All positions have limited applicants if any (particularly in Special Ed, Math, Science) and coaching applicants are limited as well
Northeast	Elementary	Suburb	Anticipate things remaining about the same
Northeast	Elementary	Suburb	As everyone picks up the slack to cover staff shortages, more staff members will burn out and leave the profession.
Southwest	Unit	Rural	Availability of candidates
Southeast	Elementary	Rural	Burn out rates of staff will be high which could affect longevity numbers. Fewer certified applicants for positions.
Suburban Cook	Elementary	Suburb	Burnout, mental fatigue
Southeast	Elementary	Rural	bus drivers
Northwest	Unit	Rural	cancel courses, larger classes
Southeast	Elementary	Rural	Cannot find applicants for open positions.
Southeast	Unit	Town	Can't fill many positions.
Northeast	Elementary	Town	Can't find special education teachers OR a school psychologist.
Suburban Cook	Elementary	Suburb	Categorically - the pool is shallower for support staff.
Suburban Cook	Elementary	Suburb	Certified positions will be more challenging to fill and retain.
Northeast	Elementary	Town	Certified teachers, substitutes, custodians

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Southeast	High School	Town	class sizes will rise buses will continue to be more crowded
Southeast	Parochial		Clear gap in prepared and qualified teaching staff
West Central	Unit	Town	Climate and culture of school and work force is shifting.
Suburban Cook	Elementary	Suburb	Closing the gap between behavior and academics
Northeast	Elementary	Suburb	Competitive salaries for nursing staff, paraprofessionals, secretaries, subs.
East Central	Unit	Rural	Concerned about offering higher level classes
West Central	Unit	Town	Concerns that the shortages will continue.
West Central	Elementary	Rural	Continue to struggle to find substitute teachers.
Northwest	High School	Rural	Continuation of issues noted above. Specials education, bilingual positions will be extremely hard to find.
Northwest	Elementary	Town	Continue to experience a shortage of qualified applicants.
Northwest	High School	Rural	Continue to get worse.
Northeast	Elementary	Suburb	Continue to have a hard time finding Bilingual teachers.
Northeast	Elementary	Suburb	Continue to see shortages in all staffing areas.
Northeast	Elementary	Suburb	Continued decline of teacher candidates.
West Central	Unit	Suburb	Continued destruction of public education
West Central	Unit	Town	Continued difficulty filling all positions.
Southwest	Elementary	Suburb	Continued inability to fill paraprofessional and substitute teacher positions as well as highly specialized PE, science, and math teachers.
West Central	Unit	Rural	Continued issues with finding qualified candidates, especially in the areas of Science and Special Education.
Southeast	Parochial		Continued loss of enrollment Continued loss of funding Continued financial issues Continued Co-Op for sports
West Central	Unit	Town	Continued severe shortages
East Central	High School	Town	Continued shortage of candidates
Southeast	Elementary	Rural	Continued shortage of qualified applicants.
West Central	Elementary	Suburb	Continued shortage of subs for classrooms or all support positions. The shortage of staff available with appropriate credentials could lead to the inability to provide some programs or to cover classes with sub staff for longer periods if we can even find such sub staff.
Southeast	Elementary	Rural	Continued shortage of subs, loss of staff to other neighboring district who also have staffing issues but pay more than we do.
Southeast	Elementary	Town	Continued shortages in almost every area.
Northwest	Elementary	Rural	Continued small pools of applicants.
Southeast	Unit	Rural	Continued staffing shortage (but do not think it is because of the pandemic)
Suburban Cook	Unit	Suburb	continued sub shortages and people leaving mid-contract
West Central	High School	Town	Continues staffing shortages
Northwest	Unit	Rural	Continuity of instruction by qualified and experienced staff will suffer
Northwest	Unit	Suburb	Costs for consultants will increase. Class sizes will increase.
West Central	High School	Suburb	Could eventually impact class size and legality of special ed. class sizes, specifically

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Southeast	Elementary	Town	COVID is ongoing and staff members continue to get sick. Subs are going to continue to be an issue.
Southeast	Elementary	Rural	Cuts in programming.
Southeast	Elementary	Town	Decline in available candidates for employment
Suburban Cook	Elementary	Suburb	Declining enrollment- we are afraid that we will not be able to sustain teachers in specialty areas. And will not be able to improve student achievement.
Northeast	High School	Suburb	Difficulty in hiring certified dual credit teachers.
West Central	Elementary	Suburb	difficulty properly staffing our school
Northeast	Elementary	Suburb	difficulty securing substitutes
Northeast	Unit	Suburb	Diminished integrity for education profession
Suburban Cook	Elementary	Suburb	Doing more with less. Putting pressures on current staff to compensate for shortages. Privatize custodial and kitchen crews.
East Central	Unit	Town	Due to retirements, there won't be enough applicants to get all positions filled. OR we will get undesirable candidates.
State	SPED		Due to the back log of hiring in the state system we lost out on a qualified candidate for O&M, and this will severely impact our school.
Southeast	Unit	Rural	Early retirements; even less qualified candidates
Northeast	Unit	Suburb	Educational Assistants and Custodian positions are getting harder to fill -especially assistants at the high school level
Southeast	Unit	Suburb	Educators and support staff will leave the field due to the burn out experienced.
Northeast	Elementary	Town	ESSR III created roles going away
Southeast	Elementary	Rural	Extreme difficulty in hiring the number of special educators needed to address the need for increased co-taught settings.
Northeast	Elementary	Suburb	Fatigue, attrition, retirement
Northwest	Unit	Rural	Few if any applicants for most teaching positions. Increasing wage pressures.
West Central	Elementary	Suburb	Few substitute teachers. Few teacher candidates for regular education and special education positions.
Southeast	Unit	Rural	Few teacher and aide candidates to choose from.
Northwest	Unit	Rural	Fewer and fewer people are willing to enter any part of education, whether in support/non-certified or certified positions. The quality of teaching is suffering as there is no competition for roles and holding everyone accountable is more complicated because of the lack of qualified individuals.
Suburban Cook	High School	Suburb	Fewer applicants
Suburban Cook	Elementary	Suburb	Fewer applicants - possible shortage of support staff and subs
Northeast	High School	Suburb	Fewer applicants for hourly positions.
East Central	Unit	Rural	Fewer applicants overall, more staff mobility
Northwest	Elementary	Rural	Fewer applicants.
Southeast	Unit	Rural	Fewer applicants. Lost teachers due to pandemic
Northeast	Elementary	Suburb	Fewer candidates

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Northwest	Unit	Rural	Fewer candidates will want to come into densely packed areas (schools).
East Central	Unit	Rural	Fewer qualified applicants available
East Central	Unit	Rural	Fewer qualified applicants for education positions across the board.
Northwest	Elementary	Rural	Fewer qualified staff for available vacancies.
West Central	Unit	Rural	fewer teachers entering the workforce
Northwest	Unit	Rural	Filling those positions will be difficult and will cost us more money to get someone qualified.
Northeast	High School	Suburb	Financial considerations will continue to be a problem in hiring
Northwest	Unit	Rural	Finding bus drivers, substitutes, coaches, high school teachers
Northwest	Unit	Suburb	Finding enough quality educators who have the ability to raise students' achievement with all students.
West Central	Unit	Rural	Finding paraprofessionals and teachers.
Northeast	SPED		Finding people to work. We have tried to be creative, tried to build from within (that takes time) and to use contract agencies. While I would like to think this will get better, I don't believe it will
Southeast	Elementary	Rural	Finding qualified staff members willing to work in a rural area.
West Central	Unit	Rural	Finding qualified subs on a daily basis to cover classes.
West Central	Unit	Town	Finding quality candidates is increasing in difficulty.
Southeast	Elementary	Rural	finding teachers to full position
East Central	Unit	Town	Foreign Language, Math, Administration, transportation
Northwest	Unit	Town	Getting older substitutes to come back into schools due to concerns of becoming ill.
Northeast	Unit	Rural	Given that teacher prep programs are down 44% nationally, we anticipate continued challenges with filling positions. Additionally, new hires are now more experienced staff, which is changing our FTE budgetary allocations. It is becoming very expensive to hire SPED and Support Staff.
Suburban Cook	Elementary	Suburb	Growth and Development
Suburban Cook	Elementary	Suburb	Hard to fill positions (EL, SPED ED, etc..) positions will continue to be hard to fill.
Northwest	Unit	Suburb	Hard to tell right now, but I think more staff want to work less...for example part-time opportunities.
Southwest	Unit	Rural	Harder times
Southwest	Elementary	Suburb	Have had to increase pay across the board to be more competitive. Afraid the long-term impact of increased salaries will impact district resources in the future.
Southwest	Unit	Rural	Have issues with finding qualified sped teachers and physical education.
Northeast	Unit	Suburb	Having enough substitutes and staff retiring
East Central	Unit	Rural	High School Science and Math I have no idea how we fill the positions
Northeast	High School	Suburb	high turnover rate
Southeast	Elementary	Rural	High turnover will reduce learning which will be reflected on test scores.
West Central	Unit	Rural	Higher need for intervention staff and content specific teachers (reading, math)
Suburban Cook	Elementary	Suburb	Hiring certified staff versus substitute teachers staffed in certified positions, i.e., math, science, ELA, special education

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Suburban Cook	Elementary	Suburb	I am concerned that the fragmentation of our political and social systems coming out of the pandemic, and subsequent loss of civility, is leading people away from the teaching profession. Future vacancies will become harder and harder to fill with high quality candidates as a result.
Southwest	Unit	Town	I am fearful there are going to be impacts on staffing that are not clearly defined at this point.
East Central	Unit	Rural	I am not experiencing shortages due to the pandemic as much as the teacher shortage in the state and the country.
West Central	Elementary	Suburb	I anticipate a negative impact on student learning.
Suburban Cook	Elementary	Suburb	I assume this trend will continue
Suburban Cook	Elementary	Suburb	I believe it will eventually ease
West Central	Unit	Town	I believe some individuals will choose different career paths.
Northeast	Unit	Town	I believe that staff will become more and more frustrated with the subbing issues.
East Central	Unit	City	I believe that the shortage will continue for years to come.
Northwest	Unit	Rural	I believe the problem with staffing will continue to get worse.
West Central	Elementary	City	I believe we will continue to have shortages of applicants and qualified teachers to fill any new openings. Then my current teachers who are being asked to pick up the duties due to the shortage will quit to, and then we won't be able to provide anything close to an adequate education for our students.
Southwest	Elementary	Town	I believe we will continue to see a struggle with recruiting non-licensed personnel. I also think we will continue to see a decrease in the number of applicants submitting for certified positions.
Southwest	Unit	Suburb	I believe we will continue to struggle.
Suburban Cook	Elementary	Suburb	I believe we will have fewer applicants moving forward.
Southwest	Unit	Suburb	I believe we will not be able to provide adequate support to meet the needs of our students/staff.
Southwest	Elementary	Suburb	I believe we will not see an increase in available candidates for many years.
Northwest	High School	Town	I believe we will see more unqualified applicants -- meaning they may have the credential -- but not the capabilities. I also predict there will be fewer applicants in the pool.
Northeast	Elementary	Suburb	I do believe we will have fewer teacher candidates in addition to other positions mentioned. School nurses with proper licensing will continue to be difficult as well.
West Central	Unit	Rural	I do not believe that the shortage is because of the pandemic. While it may have accelerated the exodus of many long-term teachers, the political landscape in this state and country which is being forced into classrooms is likely the root cause of this shortage. The long-term impact of this shortage will be that students will be taught by less experienced and less qualified teachers and/or in larger classroom settings. This will degrade the education they are provided and lead to difficulties in implementing school improvement initiatives as we continue to face teachers leaving the profession.
Suburban Cook	Elementary	Suburb	I do not see a fix to our immediate problems so the long-term implications will persist.
Southeast	Elementary	Rural	I do not see any at this time.
East Central	Unit	Rural	I don't blame the long-term effects on the pandemic. The staffing shortages result from the change in Tier Retirement for new teachers and the general public's lack of general respect for the teaching profession.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Northwest	Elementary	Town	I don't know that it is directly related to the pandemic. We've began experiencing a decline in teachers entering teacher prep programs years ago. This was predictable. The decline in young people entering this profession is a multi-pronged issue. While the pandemic impacted non-certified positions, again, our teacher shortage began years ago.
West Central	Unit	Rural	I don't the candidate pool growing in the near future.
West Central	Unit	Rural	I don't think the pandemic had much to do with this. We experienced problems in advance of that.
Southwest	Elementary	Rural	I don't think the pandemic has anything to do with the long-term staffing problem. We have a teacher shortage that started long before the pandemic.
West Central	High School	Town	I expect every school will experience the ramifications of the teacher shortage. We have a significant number of teachers who will be retiring over the next five years. I am very worried about being able to fill these positions will quality candidates.
Suburban Cook	Elementary	Suburb	I expect subs, parapros, lunch/recess supervisors, kitchen staff and Special Ed teachers will continue to be a struggle to find. Continual posting, interviewing, etc., takes considerable administrative time. And the quality of teachers in classrooms is impacted, especially for a smaller district on a more restricted budget
Northeast	High School	Suburb	I fear for climate and culture issues due to burn out form stress and fatigue
Northeast	Elementary	Rural	I feel that many people left the education profession on all levels. I think this will continue to be a problem with more vacancies than qualified individuals. I also think support positions will be difficult to fill as they are making more money in the clinical setting right now.
East Central	Unit	Rural	I foresee not being able to fill positions with qualified certified staff in various positions. We are looking at ways to provide these services to students through online platforms or cutting classes from the curriculum.
Northeast	Elementary	Rural	I have a few teachers scheduled for retirement in the next 2 - 4 years. I am afraid we won't be able to find qualified teachers.
Suburban Cook	Elementary	Suburb	I predict a lower level of skills/workers being the norm. The pool is getting smaller. We will have to spend more to get a normal or lower quality candidate.
Suburban Cook	Elementary	Suburb	I predict there will be class size issues, gaps in student learning, and continued shortages of staff in all areas. I predict more staff will leave the profession for work from home jobs.
Northeast	Elementary	Suburb	I predict we will have more staff turnover due to higher salaries in nearby districts. For my district to remain competitive, we will have to increase salaries. At the same time, the 5% tax cap does not allow us to capture enough revenues to keep pace with inflation.
Suburban Cook	High School	Suburb	I see staffing in areas of special education and CTE a major issue.
Northeast	Elementary	Suburb	I see the shortage continuing.
Southeast	Elementary	Rural	I think more people will leave the field of education in all staff positions. I think it is going to be hard to get quality employees.
East Central	Unit	Rural	I think the door has been opened for educators to consider early retirement due to burnout.
Northeast	Elementary	Suburb	I think the pandemic definitely has had an impact, but it is not the only cause. Districts were seeing a decline in the number of applications far before this.
Northeast	Elementary	Suburb	I think there will be a greater need for (social workers) and (psychologists) moving forward

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Southeast	Unit	Rural	I think we will continue to lose teachers to burnout and in turn will struggle to fill those positions.
West Central	High School	Suburb	I think we will continue to see teachers leaving the profession as the job has become "too much". I expect we'll have at least 2 more departures this year. I also expect that any new hires we make will be either stealing from another district or alternative licensure.
Northwest	Elementary	Rural	I think we will still have issues finding certified people.
Suburban Cook	Elementary	Suburb	I truly believe that SPED shortages will continue given they were prevalent prior to the pandemic.
West Central	Unit	Town	I worry about the impact on our students' education.
Southeast	Elementary	Rural	IEP and 504 Case Loads are rising, and we have not been able to find additional licensed (and employable) LBS1 teachers. Case load and overall workload is unfairly increasing for existing staff and is adding to reasons for already leaving public education.
Suburban Cook	High School	Suburb	If our bus vendor does not solve their staffing situation, our district will need to give serious consideration to transportation alternatives.
Southeast	Elementary	Rural	If the reigns are not loosened for bus driver requirements, all school districts are going to continue to suffer. The state should work with the universities to offer more programs for areas such as school psychology as we cannot find candidates.
Southwest	Unit	Rural	If there is a continued shortage, we will have difficulty filling specialist and special education positions.
Northwest	Unit	Rural	If we can hire a high school Spanish teacher, we should be ok moving forward.
Southeast	Elementary	Rural	Illinois schools have enjoyed the surplus of school funding, but in reality, this is not something that will last forever. I fear, the long-term impact, will be an end to some positions due to a lack of funding.
Southeast	High School	Town	I'm not sure yet
Northwest	Unit	Rural	Impact to tenure and length of time people remain in the field.
Northwest	Unit	Rural	Impacts on people's perspective will have long term impacts on the school. People don't see value in working, getting a degree / certification.
East Central	Unit	Rural	Impacts on student learning - you cannot continue to expand class sizes, fill with provisional, etc., and not have an impact on student achievement.
Northeast	Unit	Suburb	In general, hiring teachers/staff in the future will be extremely challenging. We are experiencing shortages now that are worse than ever and with staff retirements and people leaving education, filling them will be very challenging.
West Central	Unit	Rural	In general, I'd expect there to continue to be a decent amount of turnover in various positions.
Southeast	Unit	Rural	in the long term we will need to pay more to retain staff potentially limiting the number of positions that we can have
Suburban Cook	Elementary	Suburb	Increase in enrollment...flight from the city to our northern suburb
Northwest	Elementary	Suburb	Increased costs due to contracting/outsourcing (subs, paraprofessionals, custodians)
Suburban Cook	High School	City	Increased costs for recruiting candidates; increased salary costs
Northeast	Elementary	Suburb	Increased staff burnout and struggles with mental health. Also, challenges adapting to student behavior needs and impacts on loss of instructional time due to pandemic.
Southwest	Unit	Town	Individuals leaving the profession either for a higher paying job or a job without pressures of teaching

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Northwest	Unit	Rural	Instruction of science content at the middle school needs development but cannot move forward because we do not have full-time staff filling all positions.
Northeast	Elementary	Suburb	Instructional Assistants will continue to be difficult to staff along with food servers
West Central	Unit	Suburb	It appears that the number of students pursuing education degrees at the college level will continue to have an impact on filling the vacancies left by educational staff choosing retirement.
Northwest	Unit	Town	It has impacted our overall planning and strategic planning in the future
Suburban Cook	Elementary	Suburb	It is finding qualified teachers for hard-to-fill positions.
Southwest	Unit	Town	It is just not the pandemic; it is the policies and laws of the state of Illinois that are leading to these severe shortages.
Northeast	Unit	Suburb	It will become more difficult to fill many different positions not just special education. I foresee the bus driver shortage growing.
Suburban Cook	Elementary	Suburb	It will continue to be difficult to compete with the private sector for staff non-licensed personnel due to more flexible schedules and higher pay.
Northwest	Unit	Rural	It will lead to programs being cut and/or a different delivery method.
Northwest	Elementary	Rural	It will take multiple years to recapture the academic losses and negative SEL impact of the pandemic in both school and family life.
Suburban Cook	Elementary	Suburb	It's hard to tell but we are looking at making any change we can to better support our student's needs.
West Central	Elementary	Rural	It's not the pandemic that's caused our problems. Our shortage started when they moved the retirement age to 67.
Southeast	Unit	Rural	Just like every area, there are fewer people who want to work.
Southeast	Elementary	Town	Keeping a highly qualified staff
Southeast	Unit	Town	Lack of applicants.
Southeast	Unit	City	Lack of candidates in all positions
Southeast	Unit	Town	Lack of class options for students
Southeast	Unit	Rural	Lack of experienced people has led to greater efforts in training.
Southwest	Unit	Rural	Lack of future applicants.
Northeast	Unit	Suburb	Lack of overall continuity in special education services due to the constant turnover.
Suburban Cook	Elementary	Suburb	Lack of qualified applicants.
West Central	Unit	Town	Lack of qualified applicants.
West Central	Elementary	Suburb	Lack of qualified applicants.
Northeast	Elementary	Suburb	Lack of qualified candidates in all areas
West Central	Unit	Town	Lack of qualified staff affects learning and discipline.
Southeast	Elementary	Rural	Lack of qualified staff.
Suburban Cook	Elementary	Suburb	Lack of sufficient supply.
Northwest	Unit	Rural	Lack of Teachers
Northeast	Elementary	Suburb	lack of teaching assistants

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Northeast	Elementary	Suburb	Larger class sizes if we are unable to find enough qualified staff. Bilingual (Spanish) teacher shortage is getting to a critical level as well.
Suburban Cook	Elementary	Suburb	Larger class sizes, Will have to provide more compensatory time for Students with IEPs
Southwest	Unit	Rural	Larger class sizes, class offerings being cut or moving to online, student management concerns.
Northeast	High School	Suburb	Larger class sizes, fewer options
West Central	Unit	Rural	larger class sizes, less growth
East Central	Elementary	Town	Learning loss.
Southeast	Parochial		Less ability to offer more classes have classes that cover more than basic content
Suburban Cook	Elementary	Suburb	Less and less staff that is qualify to service students. Also, very few people able to achieve a sub or teacher aide certificate due to the restrictions and limitations
Northeast	Elementary	Suburb	Less applicants
Northeast	Elementary	Suburb	Less applicants for all positions
East Central	Unit	Town	Less applicants for certified and non-certified positions.
East Central	Elementary	Rural	Less applicants in the profession
Suburban Cook	Elementary	Suburb	Less certified teachers are applying for positions
Northeast	Unit	Town	Less people want to be teachers, bus drivers, aides, etc. This makes it hard to fill the void of those teachers who have moved on.
Southeast	Elementary	Rural	less professionally trained staff will affect overall performance of the district.
Suburban Cook	Elementary	Suburb	Less qualified applicants for open vacancies
West Central	Unit	Rural	Less quality applicants
East Central	Unit	Rural	Less quality applicants for quality positions. Possibly having to cut elective programs due to lack of staffing.
Southeast	Unit	Rural	Less reserves means our district will remain at a disadvantage as larger districts hire our PEL staff away with better salaries and benefit packages
Southeast	Unit	Rural	Less Standard Based Learning More Discipline Issues Less qualified adults working in the school district. High school class offerings
West Central	Unit	Rural	Less than optimal staffing leads to less-than-optimal results.
Suburban Cook	Elementary	City	Limited number of qualified teachers especially in special education, early childhood, middle school content areas, and related services staff. Nursing shortages, paraprofessionals, administrators, etc.
Northeast	Elementary	Suburb	Limited pool of applicants to draw from
Northeast	High School	Suburb	Limited pool of highly qualified candidates despite increased vacancies - hiring candidates that wouldn't otherwise have been hired out of necessity. Anticipate an increased need for ongoing staff training and development.
Suburban Cook	Elementary	Suburb	Limited Special Education and bilingual teachers.
Southeast	Elementary	Rural	Long-term impacts on teachers are that the pandemic left many in education feeling like they are overworked and underappreciated. The community expresses how teachers are valued, but when Covid restrictions and

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
			remote learning were in place, a certain portion of the population valued their own needs over those of the school.
East Central	Unit	Rural	Look into more sharing of staff with neighboring districts.
Northwest	Unit	Rural	Loss of additional nurses and social workers.
East Central	Unit	Rural	Loss of educators that no longer want to be in the profession. Complete lack of interest in non-certified positions, such as custodians. Significant financial impact as salaries will eventually have to be increased to combat shortages.
Southeast	Unit	Rural	Lower test scores, increased class sizes, and teachers/paraprofessionals/administrators being pulled from their duties to substitute in classrooms.
Northeast	Unit	Suburb	making sure we have appropriate support in special ed classrooms
Northwest	Unit	Town	Many more unfilled positions expected next year. Pay hikes are not bringing enough people to our districts.
East Central	Unit	Town	Many of our more capable employees have found it easier and more flexible to enter the "work from home" workforce in other industries.
West Central	Unit	Suburb	Many retired teachers who were willing to sub before the pandemic, decided not to sub during, and have not returned after the pandemic.
West Central	Elementary	Rural	Many substitutes and teachers left the professional all together.
East Central	Unit	Rural	May have to offer online classes in place of a teacher
Southeast	High School	Town	Meeting needs of students
West Central	Unit	Rural	More & more on-the-job training
Southeast	Elementary	Rural	More mandates that take more time, putting more stress on the teachers.
Suburban Cook	High School	Suburb	More of the same
East Central	High School	Rural	more retirements and fewer applicants
Northeast	Elementary	Rural	More staff retirement
East Central	Elementary	Rural	More teachers will quit because of the added stress and the fact that they pull together to get it done, but it does wear on them.
West Central	Unit	Suburb	More turnover and fewer applicants
Northwest	Elementary	Suburb	More turnover until we get people who are properly prepared
West Central	Unit	Rural	Most of our staff is from a grow your own philosophy. We receive very few applicants for teaching positions from applicants outside of our local area. We have had 2-3 paraprofessionals/staff members become teachers over the past 3 years.
Southeast	Unit	Town	My district is going to experience a large number of retirements in the coming years for licensed staff. I predict these will be very difficult to fill.
Suburban Cook	Elementary	Suburb	n/a
Northeast	Elementary	Rural	N/A
Southeast	Elementary	Town	N/A
Southeast	High School	Town	N/A

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Suburban Cook	Elementary	City	NA
Northeast	Elementary	Suburb	NA
Southwest	Elementary	Suburb	NA
East Central	Elementary	Rural	NA
Northeast	Unit	Rural	NA
Northwest	Elementary	Suburb	NA
Suburban Cook	Elementary	Suburb	Need for additional social and emotional support.
Suburban Cook	Elementary	Suburb	Negatively impacting efforts for a stabilized staffing pan with minimal turnover.
Northwest	Unit	Rural	No anticipated long-term impacts of the pandemic at this time.
Southeast	Unit	Rural	No candidates for HS Math and Science positions
Southeast	Unit	Rural	No negative effects
Southeast	Unit	Rural	No replacements and no substitutes for teaching jobs
Southwest	Unit	Rural	No subs, teachers, or bus drivers available
East Central	Elementary	Rural	Nobody wants to work in a school setting.
Southeast	Elementary	Rural	None
Southwest	High School	Suburb	none
Suburban Cook	Elementary	City	None
Northwest	Unit	Rural	None
East Central	Elementary	Rural	none
Northwest	Unit	Rural	None
Northwest	Unit	Rural	None
Suburban Cook	Elementary	Suburb	None
West Central	Unit	Town	None
West Central	Unit	Town	None
Northeast	Elementary	Suburb	None
Southeast	Elementary	Rural	None
Southeast	High School	Rural	None
Southwest	Elementary	Suburb	None - these issues existed prior to the pandemic. I feel the pandemic has amplified it.
Northwest	Elementary	Rural	none at this time
Southwest	High School	Suburb	None at this time.
Northeast	Elementary	Rural	None at this time.
Southwest	Unit	Rural	None.
Northeast	High School	Rural	Not being able to fill open positions at our school.
Northwest	Unit	Rural	Not being able to run bus routes as we have in the past. More pressure on existing staff/\burn out
East Central	Unit	Suburb	not enough applicants
Northeast	Elementary	Suburb	Not enough support to handle the student's needs.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Suburban Cook	Elementary	Suburb	Not enough teachers to fill positions. Teachers leaving the field.
Southeast	High School	Town	Not entirely pandemic related, there is an overall shortage of candidates entering the teacher field.
Southwest	Unit	Suburb	Not having applicants puts more work on those who do work for us and given the number of people who have left the profession we DO NOT need to be stressing those who are still working
East Central	Unit	Rural	Not having highly qualified candidates for positions
Southeast	Unit	Rural	not sure
Suburban Cook	High School	Suburb	Not sure
West Central	Elementary	Rural	Not sure
East Central	Unit	Rural	Not sure.
West Central	Unit	Rural	Not very many people are going into education and those who did their student teaching during the pandemic, did not receive a quality experience. Some did it remotely.
Suburban Cook	High School	Suburb	Nothing comes to mind. I am still very concerned about the number of Tech Teachers that will be available long-term.
Northeast	High School	Suburb	Now, the impact is in hard-to-fill position, but we anticipate the shortage impacting our ability to fill all posted teaching positions in the future
Suburban Cook	Elementary	Suburb	Nursing shortages, admin shortages
Suburban Cook	High School	Suburb	Ongoing challenges filling long-term substitute and hard to fill teaching positions.
Northwest	Unit	Suburb	Ongoing shortages, students not meeting expectations on academic targets.
West Central	Unit	Rural	Our concern is the quality of education being provided to all of our students. Having a fully qualified staff working with students provides the best results. We struggle to fill all positions being in a rural area.
Northeast	Elementary	Rural	Our district will continue to be under-staffed because our salaries are low. As a whole, McHenry County is low and will not attract new teachers unless they want to move back home with their parents and also get a 2nd job in order to support themselves.
East Central	Unit	Town	Our district will likely not be able to find the staffing needed to support student learning and growth in accordance with the EBFM.
Northwest	Unit	Town	Our staff will be less consistent and more transient. Many times, this leads to poorer instruction and definitely leads to lesser personal connections with students.
East Central	Unit	Town	Our staffing issue will be the result of retirements.
East Central	Unit	Rural	Our student numbers will continue to decline.
Northwest	High School	Rural	Our support staff contract negotiations in 4 years will be interesting.
Northwest	Elementary	Rural	Overall teacher shortage will continue unless things change and school will suffer
Southwest	Unit	Town	Pandemic is not a factor. The shortage was present before the pandemic.
Suburban Cook	Elementary	Suburb	Paraprofessionals, Substitutes, and Custodial staff are not applying for open positions at the rate they did prior to the pandemic due to the fact that so many other industries are also hiring and offering better wages.
West Central	Unit	Suburb	People are choosing other careers than education.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Southeast	Elementary	Town	People don't want to work in the education profession because the needs of the students coming into the schools are greater and the pay does not adequately compensate for the increased stressors. In addition, people are getting out of the education profession before they hit retirement age for the same reasons.
East Central	High School	Town	People leaving the profession of education Lack of bus drivers and not being able to transport students
Suburban Cook	Elementary	Suburb	Perhaps once our teachers retire, we may see more vacancies.
West Central	Elementary	Suburb	Permanently leaving the field of education. Increase in salaries.
West Central	Unit	Rural	Pool of applicants probably will remain as smaller or smaller than now.
West Central	Unit	Town	Poor attendance, high need for support, lower quality staff
Southwest	Unit	Town	Poorer student outcomes.
Northwest	Elementary	Suburb	Potential staff leaving the profession. Lack of qualified special education instructors.
Southwest	High School	Suburb	potentially unable to fill open positions
Suburban Cook	Elementary	Suburb	Predict that the hourly rate for paraprofessionals and substitutes will continue to rise.
East Central	Unit	Rural	Putting Teaching Assistants with sub certificates into classrooms
Suburban Cook	High School	Suburb	Qualification of teachers... good teachers are leaving the profession...
Northwest	High School	Suburb	Quality of candidates is a great concern.
Southwest	Unit	Town	quality of education
Suburban Cook	Elementary	Suburb	Raising of class sizes and reduction of sections.
Northeast	Elementary	Rural	Reading and math scores Social emotional
Northwest	Unit	Rural	Reduced positions and reduced opportunities for students.
Northeast	Elementary	Suburb	Republicans and right-wing groups will use the pandemic to finally undermine public school and win gains for vouchers. The overall education rate of the populace will decline and America's once great strength of innovation coming from any and all places will diminish.
Suburban Cook	High School	Suburb	Resignations and early retirements
West Central	Unit	Rural	Retention issues. We keep throwing money at the problem, but the money is eventually not going to be there. In addition, the preparation of the current teachers coming out of the universities is not prepared.
Southeast	Elementary	Rural	Retired teachers and individuals of an advanced age no longer want to sub in our district due to health concerns.
Northwest	Unit	Rural	Retirees
Southwest	Unit	Suburb	Right now, it is extremely difficult to bring in staff at all levels. Our bus company is incredibly understaffed to where we are not providing transportation to our alternative school. Paraprofessionals are also a very difficult position to fill. We will have to increase our wages to continue to attract people over other districts.
Suburban Cook	Elementary	Suburb	Salaries
Southwest	Elementary	Suburb	Salary implications are making it impossible to find educators.
Suburban Cook	Elementary	Suburb	Salary increases
West Central	Elementary	Rural	same as above

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Suburban Cook	Elementary	Suburb	Same as above plus other openings caused when larger group is eligible to retire in 5 years. Less and less students in university courses to take these positions.
Suburban Cook	Elementary	Suburb	Same as above. We are experiencing difficulty filling vacancies for certified teachers, especially Special Education teachers, substitute teachers, paraprofessionals, and other positions.
Northwest	Unit	Suburb	Same as now
Suburban Cook	High School	City	Same as short term.
Southwest	Unit	Rural	See #8--I hope that those are just short-term issues but may prove to be long term. Also, there has been an impact on staff morale and maybe on trust. Hoping those are just short term.
East Central	Unit	Suburb	See above....
Northeast	Elementary	Suburb	Seeing less and less applicants each year.
Northeast	Elementary	Suburb	Services special education students and provide SEL supports for our students.
Suburban Cook	Elementary	Suburb	Shortage
Northwest	Unit	Town	Shortage in all areas.
Southwest	Unit	Rural	Shortage of applicants in all areas.
East Central	Unit	Rural	Shortage of educators.
Suburban Cook	High School	Suburb	Shortage of faculty and staff.
Northwest	Elementary	Rural	Shortage of qualified employees.
West Central	Unit	Town	Shortages in all areas at a time when we need more structure for students.
Suburban Cook	Elementary	Suburb	shortage on speech therapists, special education, and Physical education.
Suburban Cook	Elementary	Suburb	Significant paraprofessional and substitute shortages, as well as more frequent/less predictable timing of resignations (i.e., during the school year)
Southeast	High School	Rural	Since every school in the state and many in the nation are experiencing shortages, at some point, there aren't enough people to go around.
East Central	Unit	Rural	Smaller applicant pool. Paying more for staff which will eventually lead to budget cuts.
Southwest	Unit	Rural	Social work, and we have been trying for years to obtain one that is approved by ROE or ISBE
West Central	Elementary	Suburb	Some teachers are leaving the profession and it is only getting worse.
East Central	Unit	Rural	Special education and hard to fill subjects like Science and Math will be a challenge. For many support and non-licensed staff outside of office help, a major challenge
Southwest	Unit	Suburb	Specialized Content Area Teachers (foreign lang, math, science) Subs Special Education Teachers Bus Drivers Related Service Staff
Southeast	Unit	Rural	Speech pathology teacher, Substitutes, math, and hs science
Suburban Cook	Elementary	Suburb	Staff absences due to ongoing COVID infections
Southwest	Elementary	Suburb	Staff being spread thin
Northeast	Elementary	Suburb	Staff burn-out.
Northwest	Elementary	Rural	staff cuts
Suburban Cook	Elementary	Suburb	Staff do not want to work a fixed work calendar- they want flexibility.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
West Central	Unit	Town	Staff leaving the profession.
Northwest	Unit	Rural	Staff retirement dates have accelerated
Southeast	Unit	Rural	Staff shortages across the board
Suburban Cook	Elementary	Suburb	Staff that will need more support and health/wellness programs.
Suburban Cook	Elementary	Suburb	Staff turnover
East Central	Unit	Rural	Staffing costs more and is very hard to find. Overall costs will continue to go up.
West Central	Unit	Rural	Staffing shortages
Northwest	Unit	Rural	Staffing will be an issue until something changes in the state of Illinois to help correct it.
Northeast	Unit	Town	Still uncertain of long-term effects.
Northwest	Unit	Rural	Student achievement actually stayed the course academically.
Suburban Cook	Elementary	Suburb	Student achievement will be greatly diminished.
Southeast	Unit	Rural	Student achievement. Staff burnout Retired staff will not come back to subdue to fear of getting sick.
East Central	Unit	Rural	Student achievement/growth will have a lasting long-term effect due to lack of staff to hire.
Northeast	Elementary	Suburb	Student skill sets will diminish, and more staff will leave as the environment will become harder to work in.
Northwest	Unit	Rural	Students are receiving instruction from long-term substitutes.
Southeast	Unit	Town	Students' education is impacted every day because of the lack of qualified teachers and staff. Larger class sizes, long term subs because we cannot find teachers, special education program no longer available because we cannot find a teacher, teletherapy because we cannot find a therapist, I could go on and on.
Southwest	Unit	Suburb	Students will continue to lose instructional time for to teacher shortages and teacher absenteeism without subs. Class sizes will increase with fewer teachers. Student safety will be a concern with free supervisory adults.
Southeast	Elementary	Town	Subs for both Teachers and Para's
Northwest	Unit	City	Substitutes will continue to be an issue as well as paraprofessionals
Suburban Cook	Elementary	City	Substitutes, para pro, and nursing staff are in short supply.
Northeast	Unit	Suburb	Support staff(i.e., all classified positions, secretary, lunchroom supervisors)
Northwest	Unit	Town	TBD.
East Central	Unit	Town	Teacher burnout
East Central	Unit	Town	Teacher burnout and teachers leaving the profession because of the pressures, politics that are impacting the field of education
Southeast	Elementary	Town	Teacher shortage
Northwest	Unit	Rural	Teacher Shortage
Southeast	Elementary	Town	teacher shortage has nothing to do with the pandemic. we had the shortage before the pandemic hit. the changing of the TRS retirement set up will help with the teacher shortage.
East Central	Unit	Rural	Teacher shortages - Math, Special Education
Northwest	Elementary	Town	Teacher turnover and swapping districts.
Northwest	Unit	Rural	Teachers and/or other staff members leaving their positions.
East Central	Unit	Rural	Teachers are burned out and mentally worn. The stress of the pandemic has caused some to leave.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
East Central	Elementary	Rural	Teachers are so in demand that other districts are sending emails to other districts trying to poach teachers. Bad teachers are being retained because they have licenses, even though they should not be teaching. Small districts - especially rural districts - may be forced into consolidation because they cannot fill enough staff positions with licensed teacher to stay open.
West Central	Unit	Rural	Teachers are weary of government intrusion into the educational process.
Southeast	Elementary	Rural	Teachers burning out and finding other work and leaving the profession.
West Central	Elementary	Suburb	Teachers seem to be moving positions creating an additional need to fill positions. I could see districts continuing to have to fill certified teaching positions with subs.
Northeast	High School	Rural	Testing scores
Northeast	Elementary	Suburb	That this will continue
Suburban Cook	Elementary	Suburb	The availability of teachers, special education, and support staff applicants.
Northwest	Elementary	Town	The behaviors and learning loss are severe and very overwhelming for staff to address. It is requiring a whole new mindset to what they may have always done or taught. The emotional and social needs are just daunting.
Northeast	Unit	Suburb	The bus driver shortage will continue to be a problem
Suburban Cook	Elementary	City	-The continued need for more skilled positions to support students who have experienced trauma (social work and special education). -Students choosing education as a profession.
Suburban Cook	Elementary	Suburb	The cost of decreasing the support students receive impacts their academic achievement. We hear that not only are the children demonstrating unease about life after the pandemic, but our staff members also share their concerns about being stressed.
Southeast	Elementary	Rural	The educator shortage is larger than the COVID-19 pandemic.
Northeast	Elementary	Suburb	The increased turnover is causing our productivity to go down because of increased time spent on training and learning. Long term I feel that the quality of education that we can deliver is declining because of our staffing issues.
East Central	Unit	Rural	The issues listed above will only worsen over time. However, with our proximity to larger cities, we have been able to attract high quality teachers from those districts. This obviously has a negative impact on their students and faculty.
Northeast	High School	Town	The lack of interest in subbing, the large number of upcoming retirements, and the challenge in finding workers for non-certified staff positions will continue. Financially, our district cannot afford to compete in wage wars with other employers, and our hands are tied by collective bargaining agreements.
Southeast	Unit	Rural	The lack of qualified staff will continue to increase.
Northwest	Unit	Rural	The learning loss will take a few years to catch up gradually. The lack of applicants was a problem before and will continue to be unless more is done to make the career more appealing.
West Central	Elementary	Rural	The long-term impact on student academic growth.
Southwest	Unit	Rural	The long-term effects could be catastrophic. With fewer teachers in the hiring pool, and if tenured staff moving on, small rural districts could face severe shortages.
Northeast	High School	Suburb	The long-term impact could be the elimination of certain programs based on a decline in student interests. In the short term, if we cannot fill staffing needs, then in the long-term students will not participate or enroll.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Northeast	Unit	Suburb	The most significant impact will be finding applicants that want to work in non-certified positions.
Northeast	Unit	Suburb	The number of HS grads going into education seems to be less therefore we will have less candidates for future teaching positions.
Southeast	Unit	Rural	The pandemic created a culture of people not wanting to work. Moving forward, I foresee a major problem with finding workers. When the government incentivizes not working, it makes it hard to get people to come back to work.
East Central	Elementary	Rural	The pandemic isn't the issue.
Northeast	High School	Suburb	The paraprofessional shortage will continue to negatively impact our highest need student populations. It will become increasingly more difficult to hire licensed staff members down the line.
Northwest	Elementary	Town	The potential to build staff and increase the number of staff would best be described as maintaining the staff count. We are definitely not in a position to increase staff even if resources allowed. There are just too few of available staff for the district.
Northeast	Elementary	Suburb	The same and more
Southeast	Unit	Rural	The same as above, this is a continuing problem we have.
Northwest	Unit	Suburb	The shortage is the more significant issue, but the availability of remote work and pandemic-related challenges are causing some educators to leave the education.
Suburban Cook	Elementary	Suburb	The toll on the social/emotional wellbeing of students, as well as ongoing struggles with second language students.
Southeast	Elementary	Rural	There is a shortage. The number of applications is 0-3 for positions from years ago when there was 20+ applicants for a position. Elementary positions are easier to fill than junior high/middle school positions.
Southeast	Elementary	Rural	There will be multiple years of few qualified applicants.
West Central	Unit	Rural	These issues were before the pandemic. No paras, no bus drivers, no counselors, limited to no pool of qualified teachers depending on subject and grade level. The new PEL has made it even worse.
Northeast	Elementary	City	This impacted our staff last year with regards to their mental health.
Suburban Cook	Elementary	Suburb	This is difficult to anticipate, but I know some teachers plan to retire earlier due to the pandemic.
Southeast	Elementary	Rural	This remains to be seen, but I don't anticipate any significant staffing problems.
East Central	Unit	Rural	This will continue to "snowball" and we will get to a point where we are not able to staff several positions.
Suburban Cook	Elementary	Suburb	Too few qualified candidates for Special Ed, Student Services, Paraprofessional, and custodial, NURSE, bus driver positions.
West Central	Elementary	Suburb	Transportation may be impacted in a variety of ways. Student learning will be impacted by the lack of qualified teachers and paraprofessionals and substitutes for those positions.
East Central	Unit	Rural	Uncertain
Southwest	Unit	Town	Unfortunately, I'm afraid that our District may lose programming or be forced to rely on remote instruction for our students. I'm also concerned about fulfilling required IEP minutes for related services.
Southwest	Unit	Suburb	Unknown. If more candidates become available, the long-term effects will be negligible. However, if shortage continues, there could be unanticipated budget pressure due to incentives and bonuses offered to attract staff.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
West Central	Unit	Rural	Unstable staffing has led to moving and shifting staffing to meet the needs within our learning community. This has caused our staff to be stretched beyond their normal duties.
Northeast	Elementary	Suburb	Unsure
Northwest	High School	Suburb	Unsure at this time
Suburban Cook	Elementary	Suburb	vacant positions
Southwest	Unit	Town	Vacant positions.
Northeast	Elementary	Suburb	Very little
West Central	Unit	Rural	Very negative effect on our students
Northeast	Elementary	Suburb	We anticipate the struggle in staffing our Paraprofessional roles, Transportation department, and Special Education teachers will continue post pandemic.
West Central	Unit	Town	We are asking our current staff to do more because of the shortage of staff. At some point and time our staff will get burned out.
Suburban Cook	Elementary	Suburb	We are concerned about the long-term sustainability of our dual language program due to the shortage of bilingual staff, including special education supports for dual language students.
Suburban Cook	Elementary	Suburb	We are creating a strategic plan to address future staffing needs in our district.
Northwest	Elementary	Suburb	We are fully staffed and our employees with alternate licensure through WIU are planning to stay so we should be in better shape moving forward.
East Central	Unit	Rural	We are going to see major shortages in key areas with appropriate certifications
Northeast	Elementary	Suburb	We are in good shape with openings we know about will ahead of time. For situations that are less planned, we struggle. We will start looking for 23-24 applicants before Christmas this year.
Suburban Cook	High School	Suburb	We are looking at alternatives to food service delivery. Regarding transportation, chartering is becoming difficult to sustain, so bringing transportation in house is an option. Either way, all staffing will begin to financially impact our district in historic ways.
West Central	Unit	Rural	We are looking at ways of offering more synced and asynchronous programming for HS students due to the expected shortage of available teachers.
Northwest	Elementary	Rural	We are not able to match the level of professional teaching ability of our veteran teachers, who are very well-qualified and knowledgeable, with new people coming in. These newer individuals do not seem to have the same level of foundational knowledge in subject matter and teaching methods as the former generation. Many applicants have gotten provisional certifications rather than attending college for education. Some have reciprocal licenses from other states with standards that may differ from ours. Regardless, the level of professional preparedness in the teaching field has diminished in the past 5-10 years, exacerbated by the pandemic. This will add a level of training and professional development we have not seen in the past for our new teachers, in order to provide a top-level education for our students. And it will take several years to get them to that level of professional teaching ability.
Suburban Cook	Elementary	Suburb	We are seeing a much higher turnover rate right now with staff right now due to the conditions in which we ask teachers to work. Increased behaviors, increased mandates are causing teachers to leave the profession.
East Central	Unit	Rural	We are seeing significantly shallow applicant pools. I don't know that we'll come back from that any time soon.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
East Central	Unit	Town	We are seeing the short-term effects now; long term could result in gaps that can't be overcome.
West Central	Unit	Rural	We are sharing programs and staff with neighboring districts. We can't give any more than we are currently giving.
Suburban Cook	High School	City	We are staffed in other areas.
Southwest	Elementary	Suburb	We are still struggling to find high-quality, qualified candidates for many of our positions but especially our licensed staff and classroom substitutes.
West Central	Elementary	Suburb	We believe that we will continue to struggle with finding quality classified employees.
Suburban Cook	Elementary	Suburb	We believe we will continue to see shortage in areas with specific licensure requirements above and beyond the PEL. Positions like sci/math/health at the junior high, special education positions, social workers, and speech pathologists.
Northeast	High School	Suburb	We continue to raise salaries to attract candidates and compete with neighboring districts. Even with the increases, it has been difficult to find qualified, willing candidates.
Northeast	Elementary	Suburb	We don't see the pandemic causing an impact, rather we have hired some additional staffing to close the gap for our students with anticipation they will remain on staff when ESSER funding is gone to fill our anticipated retirement openings.
Southwest	Unit	Town	We expect continued issues staffing non-cert positions, specifically custodial/maintenance. The significant increase in mental health issues (real or imagined) has increased many districts' need for social workers - and there are too few available.
Southeast	Elementary	Rural	We had some regular subs prior to the pandemic that haven't returned, and they say they won't return.
Northeast	Elementary	Suburb	We have already had to replace 2 psychologists with "diagnosticians". I fear that is the wave of the future.
Suburban Cook	Elementary	Suburb	We have not been able to fill all of our substitute and Instructional Assistant needs. These stress our organization by requiring existing staff to substitute and stress our ability to meet service needs for students.
Suburban Cook	Elementary	Suburb	We have not been able to hire adequate related services staff, paraprofessional staff, bus drivers, bilingual and special education teachers. We have not been able to provide the extent of professional development due to the lack of substitute teachers.
East Central	Unit	Rural	We have seen the loss of a few certified teachers who indicate they will not return to public education.
West Central	Elementary	Suburb	We have significantly increased wages for paraprofessionals and non-licensed staff in an effort to recruit and retain staff in these areas.
Suburban Cook	Elementary	Suburb	We have significantly less teachers applying for open positions
West Central	Unit	Town	We just aren't getting any applications for any positions in the district. We are having to go find them, steal them from other, and look for willing bodies that we can get qualified.
Suburban Cook	Elementary	City	We may have issues with getting substitutes.
Southwest	Unit	Town	We need to keep the supports in place plus expand without federal funds.
Southwest	Unit	Suburb	We predict a reset in the near future. We believe some teachers have experienced burnout, but teachers will reset with intentional professional development on SEL practices.
Suburban Cook	Elementary	Suburb	We predict that we will continue to see professionals leaving the field and in those related service areas moving toward agency-based work where they are able to "call their own shots" from a compensation

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
			perspective as opposed to being under a CBA. More and more we will hire candidates for positions only to lose them prior to the start of the year as they continue to be recruited by other districts and take more lucrative offers that may come.
Suburban Cook	Elementary	Suburb	We see the mental health needs growing and have to get creative with outside agency partnership to meet the needs long-term. We see a pull of candidates away from education to other fields of work. Candidates are seeking more flexible work options as they see in other industries.
Southeast	Unit	Rural	We will be hurting for all subject areas very soon as well as qualified administrators to fill open positions.
East Central	Elementary	Rural	We will be staffing positions with substitute and less than qualified individuals. Programs and services will be eliminated in many schools due to no qualified staff.
Northeast	Elementary	Rural	We will continue to have a difficult time filling position.
Northwest	Unit	Rural	We will continue to have shortages.
East Central	Elementary	Rural	We will continue to have shortages. I believe we will get to the point where we will have to increase class sizes and minimize specials.
Southeast	Unit	Rural	We will continue to have trouble finding teachers, para, subs for both, cooks, bus drivers and admin.
Northeast	Elementary	Suburb	We will continue to lose staff and the number of unfilled positions will grow as the district will be unable to chase the ever-changing pay rate bumps that are taking place throughout the area. Parent and student behavior is unpredictable creating places where staff do not feel safe. Our special education Co-Op has stopped taking students (they call it an adaptive pause) which means we have no placement for some students that aligns with their IEP.
Southwest	Elementary	Suburb	We will continue to need interventionist and I feel this will be a difficult position.
West Central	Unit	Rural	We will continue to put underqualified people in tough positions while providing even more resources to them in the hopes that they make it.
Suburban Cook	Elementary	Suburb	We will continue to see a teacher sub shortage. Staff are taking more days off for emotional support reasons.
Southeast	Unit	Town	We will continue to see teachers leave the profession.
West Central	Unit	Town	We will continue to struggle finding student support workers such as social workers, school psychologists. We will also struggle getting qualified applicants as more people leave the field of education.
Northwest	Unit	Rural	We will continue to struggle to staff our buildings.
Suburban Cook	Elementary	Suburb	We will have fewer staff overall.
Northeast	Elementary	Suburb	We will have openings we can't fill next year. We are still looking for non-licensed staff
Suburban Cook	Elementary	Suburb	We will likely experience slightly higher levels of staffing for support staff, administrators, and paraprofessionals.
Northwest	Unit	Town	We will need better incentives for individuals to apply, higher-pay, more benefits for less.
Northeast	Elementary	Rural	We will need bus drivers for the long term.
East Central	Unit	Town	We will need to change how we educate students due to the shortage of teachers and paraprofessionals applying for positions.
West Central	Unit	Rural	We will need to continue splitting classes for the foreseeable future which will require us to employ more teachers than in the past.

Appendices: Superintendent Comments: Long-term Impacts of the Pandemic

Area	Type	Rurality	What long-term impacts of the pandemic on staffing do you predict your district will experience?
Suburban Cook	Elementary	Suburb	We will need to turn to agencies for long-term positions. The district will need to review and reconsider options to attract substitute teachers.
Suburban Cook	Elementary	Suburb	We will need to use long term subs.
Southwest	Unit	Suburb	We will not be able to fill vacancies in less than five years at the trend we are currently experiencing.
East Central	Elementary	Town	We will pay more money to get people hired so the district will have less money to invest in other areas.
Southeast	Unit	Town	We will see continued challenges to fill positions for the next few years at a minimum.
Northeast	Unit	Suburb	We're seeing an increase in resignations and retirements from staff who are in a position to do so. However, we predict that this will be counterbalanced by an influx of job seekers looking for stable and high-quality employment during trying economic times.
Northeast	Unit	Suburb	Where will we be in a couple of years if we do not have additional staff members. Online learning?
Northwest	Unit	Town	Whether a result of the pandemic or not, people are choosing not to work.
Northwest	Unit	Rural	Will be unable to fill positions in the near future.
Southeast	Unit	Suburb	Will continue to be major issue going forward. Rushing certification may help one problem and create a new issue.....
Northeast	High School	Suburb	With long term teachers retiring, it is more difficult to hire experienced teachers that affects the students' progress.

Appendices: Superintendent Comments: Severity of Staff Shortages

SEVERITY OF STAFF SHORTAGES

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Northwest	Unit	Rural	"Specialist" areas are bad: SpEd, Foreign language, Math, Science. We cannot continue to have an erosion of the respect and benefits (retirement/pay) and expect people to join our field.
Suburban Cook	Elementary	Suburb	A lack of parapro support interferes with the LEA of our special education students.
Suburban Cook	High School	Suburb	A true disservice to our scholars
Southeast	Elementary	Rural	Adequate EBF revenues have been impactful and certainly necessary for rural public-school districts in Illinois. Aligning expenditures of those EBF revenues to district and school improvement performance gaps and implementing research-based interventions is critical important. That said, a lack of licensed and employable candidates to fill existing positions (let alone filling new needed positions) continues to be an inhibitor for rural Illinois public school districts like ours.
Suburban Cook	High School	Suburb	Again, we had to hire a contractor for a school psychologist as well as a speech pathologist. Difficulty in finding a long-term substitute to teach Spanish. Paraeducators and bus drivers are an even bigger issue.
Suburban Cook	Elementary	Suburb	Any shortage of necessary staff is severe.
Northwest	Unit	Rural	Applicants for positions has decreased dramatically over the past 3 years. We are getting very few quality applicants.
Northwest	Elementary	Town	As an elementary district I foresee us having trouble filling our special education openings and profound special education positions. We had ONE applicant for an Autism program and ONE applicant for a middle school Life Skills program. School psych's are near impossible to find as well as other highly credentialed positions. It is truly critical, and I don't see it getting better knowing the number of students who are currently in teacher prep programs.
Southwest	Unit	Town	As stated above I'm extremely concerned about losing programming and limiting opportunities for our students. The district is also extremely concerned about the lack of qualified substitutes the district has to utilize.
Northeast	Unit	Suburb	As we attempt to hire a diverse teaching staff, the number of diversity candidates seems to be non-existent. We are pursuing candidates whom in the past may not meet our expectations to be considered for teaching positions and we are affording them an opportunity to teach. With the shortage of teachers, districts will have to change their hiring practices and will offer years of service to experienced candidates. In the past years this would not be a topic of conversation except for extremely hard to fill positions. This practice will drive good, experienced teachers to seek employment at school districts who have a richer salary schedule. Some school districts will suffer from a knowledge drain as their "better" teachers move to a more affluent district.
Suburban Cook	Elementary	Suburb	At the start of the year, we had unfilled positions in content areas at the middle level (math and science), Special Education at all levels, and a host of classified positions. Many of the jobs remain unfilled three weeks into the school year.
East Central	Unit	Suburb	At this point, the pandemic is not the sole cause of shortages. The economy (inflation) coupled with social challenges/issues have driven many educators out to seek a different career path.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
East Central	Unit	Rural	At this time, I am working with 8 people in positions that are not certified to do. We could not even find a qualified 3rd grade teacher. We have filled in two principal positions with unqualified individuals. This is at crisis level.
Northwest	Elementary	Rural	Becoming a bus driver is a nightmare. We find good people and they get frustrated and give up. The SOS people must think it is a joke to not be helpful and to make the process as difficult as possible. The new added federal requirements are a joke. How about a little help here?
East Central	Unit	Rural	Being a rural district poses challenges in and of itself, but our location has a proven to be an even great challenge to attract qualified staff.
Southeast	Unit	Rural	Being in rural Illinois presents its challenges. With no means to compete with higher paying districts often times we are in the situation where it is hard to retain teachers. We have hired multiple home-grown teachers, but we still have a way to go.
Northeast	Elementary	Suburb	Bilingual teachers and substitutes are the most difficult to fill.
Southwest	Unit	Suburb	Bus driver and custodial shortage creates multiple issues across the district. Currently have staffed all routes and openings but there are no subs.
Northwest	Unit	Rural	Bus drivers are almost impossible to find. Licensing is very difficult and time consuming - which makes it worse
West Central	Unit	Town	Bus drivers are critically low
Southeast	Elementary	Rural	Bus Drivers are so hard to get - even sub drivers - this will be a continuing problem. Getting subs are terrible - often we cannot get subs at off and either do without or change people around. I think special education teacher applicants are hard to get too.
East Central	Elementary	Rural	Bus drivers....need bus drivers desperately.
Southeast	Unit	Town	Cannot find bus drivers. The qualifications are ridiculous and burdensome.
Northwest	Unit	Rural	Certifications may need to be reevaluated. Often good personnel aren't certified but are very good at working with students. We need the flexibility to move good personnel to new positions. They can learn that content quickly.
Northeast	Elementary	Suburb	Certified School Nurses have been the toughest to fill over a 10-year period.
Northwest	Unit	Rural	Changes to TRS have hurt the profession along with the numerous mandates coming year after year. Teachers want to teach, not worry about the red tape mandates continually are added to their workload. Respect and prestige need to return to the position by general society as well.
Southeast	Unit	Rural	Currently, Special Education is our largest deficit area. I am short three full time special education teachers and also down an English position. We had no applicants for these four jobs. We have moved people around and are covering to the best of our ability.
Northwest	Unit	Town	Currently, we have approximately 20 - 25 certified staff vacancies that are being filled by long-term substitutes. This reduces the daily number of subs that are available, and students are being taught by individuals who do not always have a PEL in the subject areas.
Southeast	Unit	Rural	Due to the lack of substitutes we have to frequently pull paraprofessionals, teachers, and administrators to sub in various classrooms. Due to the lack of paraprofessionals, we have had to rotate paraprofessionals to cover as

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
			individual aides for students. Due to the lack of teaching candidates, we have two grades with only one teacher and large class sizes.
East Central	Unit	Town	Each year it becomes more difficult to replace staff that retire or leave for another position outside of our district. Many staff are looking for occupations outside of education due to the stress the pandemic caused on individuals.
Northeast	Elementary	Rural	Early retirements and reluctance of qualified subs to return to the classroom. SALARY and Benefits. Larger districts in our area took teachers away from our smaller schools -leaving us searching at the last minute. Shortage of Special education-speech/lang pathologists in our area.
Northeast	Elementary	Suburb	Everyone is experiencing the shortage.
Southeast	Unit	Rural	Everything that is not elementary education is hard to fill. I have two high school teachers who are working on provisional and will likely not seek full certification because we will have to retain them due to the lack of qualified, hireable teachers in those areas.
Southwest	Unit	Suburb	Existing staff will experience burnout from extra duties which will increase staff absenteeism.
Suburban Cook	High School	Suburb	Faculty and staff are requesting more money and or bonuses.
Northwest	Elementary	Town	For a number of positions, we are addressing through a modified certificate, or we are hiring a substitute for the year. For the immediate, we are looking at the number of personnel available. Often times, quality is sacrificed.
Suburban Cook	Elementary	Suburb	For District 64 it has been the number of applicants that has changed. If you have openings that occur during the summer the pool is extremely shallow to nonexistent.
Southwest	Unit	Rural	Future applicants are not out there for the future.
East Central	Unit	Rural	Have had no qualified Spanish teacher applicants in the last two years.
Southwest	Unit	Rural	I am concerned it is going to get significantly worse.
Northeast	Elementary	Suburb	I am retiring this year and have NEVER seen anything like this. The loss of staff is no longer "covid" related but related to the fall out of the pandemic. We have created a system where subs could make as much as 170.00 a day and it has had no impact on the number of subs we have - The level of disrespect shown by parents to staff, students to students are directly related to being quarantined and the climate of our world. Schools need to be able to respond swiftly to misbehavior and extreme disrespect so that staff, parents, and kids feel safer here. When a parent announces that a teacher is ugly and that's why her child doesn't like her - are we surprised that teacher left the profession?
West Central	Elementary	Suburb	I am very concerned with the quantity of teacher candidates (regular and special education), and substitute teachers.
Suburban Cook	Elementary	City	I anticipate an issue will identifying long-term subs for FMLA.
Northwest	Unit	Rural	I believe in the next few years many of the smaller districts will once again have to consider consolidating in order to offer viable courses for students. We have veteran teaching staffs that are not being replaced by new teachers coming into the profession.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Northeast	Elementary	Suburb	I believe the pandemic highlighted the lack of respect for teachers when pressured to return to school when the rest of the world was remote (and they felt unsafe doing so). There is also a national rhetoric around curriculum that is turning teachers away from the profession.
Southeast	Elementary	Rural	I do not see small districts like mine being able to stay open in the future. I expect many to consolidate with neighbors due to the inability to staff schools.
Southeast	Elementary	Rural	I don't foresee any significant changes in the numbers of applicates in the near future.
West Central	Unit	Rural	I don't see it getting better any time soon
West Central	Unit	Town	I fear it will not get better any time soon. West Central Illinois is not a "destination" for many applicants.
East Central	Elementary	Rural	I feel for the rural districts, because we are just taking their good ones to fill our needs.,
Northeast	Elementary	Rural	I feel that if we look at equity, none of our districts will be able to offer equitable salaries unless our state or county follows the same salary options. There should not be a \$20,000 or more difference in a teacher's salary from county to county.
East Central	Unit	Rural	I have never seen it this bad in 31 years.
Northeast	High School	Suburb	I have never seen the issues we have today with staffing shortages. The pandemic really did cause issues in the field of education, as I cannot attribute it to anything else.
West Central	Unit	Rural	I have recruited year-round. I am hyper focused on recruitment and retention. I am very concerned that salaries and costs of benefits will eventually drive my district to bankruptcy.
East Central	Unit	Rural	I stated my general opinion. I have a problem with questions 8 & 9 as they imply the shortage is due to the pandemic. The shortage was here prior to the pandemic. I think we need to come to terms with the root causes in order to truly fix the problem. Another thought would be to make college cheaper for educators.
Northeast	Elementary	Suburb	I think this problem will continue to grow.
Suburban Cook	Elementary	Suburb	I think we did a good job of hiring, but I believe we are on the cusp of very tough times. Bigger districts with more resources are going to be able to pay top \$\$ for our staff. We simply will not be able to compete with Districts that have more resources.
Northeast	Elementary	Suburb	I understand.
Suburban Cook	Elementary	Suburb	I worry that this shortage will continue and get worse, especially among the certified staff.
Northwest	Unit	Rural	I'm not sure that the pandemic is a factor in the shortages we are seeing. I don't understand the overall lack of applicants for all levels of positions in education. I think it is a larger systemic problem.
West Central	Elementary	Suburb	I'm VERY worried about the future in terms of schools and education.
Suburban Cook	Elementary	Suburb	In areas such as Speech, Sub teachers, bus drivers, aides, teachers serving special ed students and bilingual
Southeast	Unit	Rural	In short, the state legislators fail to address the salary gaps and believe that short term fixes can only be achieved by creating pathways vs providing additional funding to address the real elephant in the room. Educator salaries are a SIGNIFICANT issue in central and southern part of the state. Rural districts cannot compete with larger districts. We do "grow our own" but to "keep" those staff members, salary gaps MUST BE addressed at the STATE level
Northwest	High School	Rural	In the next two to three years, we will not have the necessary staff to run all our current programs.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
West Central	Unit	Rural	Is it going to get to a point where programs have to shut down? What do we do with the additional legislative high school courses being required (computer, foreign language)? Are we right back to online learning which we all experienced was not best practices?
West Central	Unit	Town	ISBE's survey doesn't ask the right questions. The question isn't how many unfilled positions we have, because we are filling positions with bodies, many times unqualified or poor
West Central	Elementary	Suburb	It creates a strain on all staff each day trying to find coverage.
West Central	Unit	Rural	It has affected our education process. Doubling up classes or students not getting the time they need in the classroom.
West Central	Elementary	Rural	It has been difficult not to get "poached" by bigger area districts with more competitive salaries.
Suburban Cook	Elementary	Suburb	It has been extremely challenging to staff special education positions, but particularly our high-needs special education students. Our students with the greatest needs do not have the support they need due to shortages with special education teachers and support staff, particularly speech pathologists.
Southwest	Elementary	Suburb	It has made the admin role more difficult and causes people to be spread thin.
Southeast	High School	Town	It is a domino effect. Everyone tries to help out and ultimately more burn out.
Suburban Cook	Elementary	Suburb	It is as bad as I've seen in my 7 years of being an educator.
Southwest	Unit	Town	It is bad and getting worse. These short-term fixes will not help. We need long-term solutions.
Southwest	Unit	Rural	It is becoming very difficult to staff our district
Southwest	Unit	Town	It is getting bad!!
East Central	Unit	Rural	It is getting much worse
Suburban Cook	Elementary	Suburb	It is getting worse each year. This is THE biggest problem facing our profession.
West Central	Unit	Town	It is going to get worse in the next five years with retirements.
Suburban Cook	High School	City	It is rather alarming how shallow our pools have become given how well we compensate our employees. Our benefits are also very strong including leave options and other quality of life items we maintain.
Northwest	Unit	Town	It is SUBSTANTIAL! At a minimum, TRS needs to become competitive with neighboring states (for our area, that is Illinois and Wisconsin). If a young teacher is considering their long-term future, they should not choose to teach in Illinois! The wages in neighboring states are at least similar and they will retire more than a decade sooner. The national teacher shortage is more substantial in Illinois due to the non-competitive position we are in. However, a bigger, more over-arching, problem is the lack of respect for the profession throughout the country. That is exacerbated by the lack of civility in our society which is modeled by many politicians on both sides of the aisle. Putting teachers in the middle of book debates, mask debates, gender issues, etc. is making the profession undesirable for many.
West Central	Unit	City	It is very hard to find paraprofessionals and food service staff.
Northeast	Elementary	Suburb	It seems very likely that this is only going to get worse - we need to do something radical to get more people into the profession.
West Central	Unit	Rural	It will lead to profound burnout. The remaining staff is overworked.
Northwest	Unit	Town	It's a crazy hot mess created by the State due to over-zealous licensing requirements and the destruction of the retirement system.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Suburban Cook	Elementary	Suburb	It's alarming. I have never seen it this bad. It feels like education is a field that no one is interested in pursuing.
West Central	Elementary	Rural	It's always concerning when you can't fill a teaching position.
Suburban Cook	Elementary	City	It's the worst I've seen in 30 years
East Central	High School	Town	Just overall lack of qualified individuals to teach and lack of anyone wanting to work for no cert positions.
Southeast	Unit	Town	Lack of applicants, lack of dedication after being offered the job, and lack of quality.
Southeast	Elementary	Town	Lack of good quality candidates is an extreme concern.
Southeast	Elementary	Rural	Looking at possibility of eliminating bus routes
Northeast	Unit	Suburb	making sure we have staff hired in all areas for support for the students
Northeast	Elementary	Suburb	My district is in a great area and while we did fill all of our licensed positions, the shortages in special education, math, science, and psychologists are severe. We got lucky, but the bus driver shortage is going to get far worse.
Northwest	Unit	Town	N/A
Northwest	High School	Rural	N/A
Northwest	Elementary	Rural	N/A
Northeast	Unit	Suburb	N/A
Northeast	Unit	Suburb	N/A
Northeast	Elementary	Suburb	N/A
Suburban Cook	Elementary	Suburb	n/a
Northeast	Elementary	Rural	n/a
Northwest	Unit	Rural	N/A
Southwest	Elementary	Suburb	N/A
Southwest	High School	Suburb	N/A
Northeast	Elementary	Suburb	N/A
Suburban Cook	Elementary	Suburb	n/a
Suburban Cook	Elementary	Suburb	N/A
Northeast	Elementary	City	N/A
Suburban Cook	High School	City	N/A
East Central	Unit	Rural	NA
Southeast	Unit	Rural	NA
Suburban Cook	Elementary	City	NA
Northeast	Elementary	Suburb	NA
Southwest	Elementary	Suburb	NA
West Central	Unit	Town	NA
Southeast	Elementary	Town	NA
West Central	Elementary	Suburb	Need a better/quicker way to certify counselors and more of them
Northeast	High School	Suburb	No additional comments at this time.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Northwest	Unit	Rural	No additional comments.
Suburban Cook	Elementary	City	No comment
West Central	Unit	Rural	No one wants to work anymore in our state!
Southeast	Elementary	Rural	Non-certified positions are extremely difficult to fill. It's hard to find individuals who would like to work.
West Central	Unit	Rural	None
Northeast	Elementary	Suburb	None
Northeast	Elementary	Suburb	none
East Central	Unit	Rural	None
West Central	Unit	Town	None
Southwest	High School	Suburb	none
Northeast	High School	Rural	None
West Central	Elementary	Suburb	None
Southeast	High School	Rural	None
Northwest	Elementary	Rural	None at this time
Southwest	Unit	Rural	Not severe here.
Southeast	Unit	Rural	Not sure what the solution is but times are going to get tougher in the next few years.
Suburban Cook	High School	Suburb	Not too severe, yet.
Southeast	Elementary	Town	Obviously, there is a SERIOUS teacher and school personnel shortage in Illinois. It is a problem that is not going to be fixed by increasing salaries. We absolutely need to improve the environments in our schools. New mandates such as "Progressive Discipline", mandated COVID vaccinations for teaching staff, increased mandates and Tier II retirement Plans that will require educators to teach into their 60's. It's not just about increasing pay, it's also about the teaching environment in Illinois.
Northeast	Elementary	Suburb	Our district is low volume relative to most other districts, so we are fortunate that the severity of shortages is minimal.
Northeast	Unit	Suburb	Our hard-to-find areas will broaden.
West Central	Unit	Rural	Our issues revolved around paraprofessionals, bus drivers, and substitute teachers. As we return to "normal," we are finding more students with MTSS and then eventually special education needs. Specifically, we are seeing an increased need for 1:1 aide. The short-term approval process has helped, but I fear it will go away. Additionally, we audited our curriculum during the pandemic and changed our K-8 ELA curriculum. This is a good thing, but it requires more during the school day PD, which requires more substitute teachers. Finally, our third-party student transportation company dropped us in April of 2022, only to then bid the contract when it went out. They asked for a \$932,000 raise for daily transportation in year one, not including extra-curricular and special education students on different campuses. As this was an untenable request for taxpayers, we have brought our student transportation in-house. The process for becoming a bus driver is a lengthy one. Much as the powers that have taken a look at the hoops one must jump through in order to become a teacher (EDTPA being one) and tried to make this process more reasonable, I believe it is time for this to happen for school bus drivers. I do not think it should be "Easy" to become a school bus driver, but some relief is needed.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
West Central	Unit	Rural	Our kids are being taught by people who are substitutes without teaching as a first bachelors or a bachelors, yet we are being graded in a report by the state for a problem that we didn't create and have little control over.
Southwest	Elementary	Suburb	Our legislators have not anticipated the implications of wage increases, long-term virtual, etc.
West Central	Elementary	Rural	Our numbers are too small to have much severity.
Northeast	Unit	Suburb	Our shortages are acutely concentrated in the special education and school support personnel areas.
Northeast	SPED		Our shortages are in the paraprofessional roles. We need staff that can come in and get some training and work with the students and stay.
East Central	Unit	City	Our staff shortages are significant, and we currently have over 250 vacant positions in the district.
Southeast	Elementary	Rural	Our teaching staff consists of 26 teachers. The district hired seven new teachers this school year. Those that left are seeking higher pay in other districts and less stress in private sector jobs. Our district enrollment is growing rapidly due to the high achievement of our school, but state and federal grant money is limited (or slowly increased) due to being a high achieving school with a low poverty rate. The state and local funding sources limit the salaries we should be offering teachers, especially as we expand staff to fill the needs that increasing enrollment requires. The minimum wage law has also had a negative impact on the morale of existing employees because their wages have not increased at the same rate as new employees. Limited revenue is the main factor in not being able to make adjustments. In my opinion, staff shortages are due to three factors: Low pay (intensified by minimum wage increases and inflation), state-level interference in licensing and training requirements and society's never-ending appetite to add more social/support responsibilities to all educators.
West Central	Elementary	City	Out of seven special education positions I need for my district. Six are filled. Of those six only one is a certified special education teacher. Due to the pandemic and the poverty my student lives in they are so behind academically that IEPs are being requested by parents. I cannot accommodate more special education students if I do not have special education teachers.
Northeast	High School	Suburb	Parapro and bus driver shortages and a huge problem and it is getting worse.
East Central	Unit	City	Pathways to licensure for teaching and paraprofessional positions should be significantly altered due to the shortage.
Northeast	High School	Suburb	Presently, we have been able to fill our needs except in the areas indicated in this survey. However, each year the crunch is tighter and that is creating a long-term worry.
Southwest	Elementary	Suburb	Program opportunities for students are and will continue to diminish as a result of staff shortages; we are trying to make it work but the quality of is not the same,
Southeast	Unit	Rural	Right now, I can cover all my bus routes. I have a fear that we will not be able to find full time drivers to replace them in a year or two when two of mine retire.
Northwest	Unit	Town	School psychologists are almost impossible to find. We now contract our two psychologists.
Northwest	Unit	Rural	Science and Special Ed. Shortage is critical.
Suburban Cook	Elementary	Suburb	Severe shortages of substitutes and instructional assistants have a significant impact on how other coverage can materialize, and the consequential implications of that other coverage, such as the cost of internal

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district? substitution, and the cost, both financially and academically, of the loss (and eventual making up) of instructional or related services planning time
West Central	Unit	Rural	Shortages are prevalent throughout, but particularly an issue with our custodial and maintenance staff.
Suburban Cook	Elementary	Suburb	Shortages in transportation and operations will require a reduction in services and level of cleanliness in our schools if more candidates do not apply for these positions.
Northwest	Elementary	Rural	Significant substitute shortage
Suburban Cook	Elementary	Suburb	Significant shortage of bilingual education teachers
Southeast	Unit	Rural	Since there are presently few new teachings staff available the switching from one district to another will continue to be quite prevalent and cause a lot of stress for admin and school boards.
Southeast	High School	Town	So far, our district has not had a problem with filling positions with qualified applicants.
Southeast	Unit	Town	Something is going to have to change. We have been seeing the effects the past 5 to 6 years. But we are to the point that the staff shortages are truly affecting our student's education...and that is NOT okay. Why are we making it harder to be a bus driver, when we cannot find bus drivers the way it is? My district covers over 200 square miles, we have to have drivers, or our students will not get to school. We do not have public transportation in rural areas.
East Central	Unit	Town	Something needs to be figured out to incentivize education again. The future of public education is certainly in jeopardy.
Northeast	Elementary	Suburb	Special Education teachers and Bus Drivers are non-existent.
Suburban Cook	Elementary	Suburb	Special education teachers and certified teachers in general have become very difficult to staff.
Suburban Cook	High School	Suburb	Specialty areas (FCS, Tech) are really tough to find. Teachers are teaching overloads to cover. Support Staff and SpEd are few and far between
Southeast	Unit	Rural	Speech language pathology.
Southeast	Parochial		St. Mary School has gone from 120 K-8 students to 83 in the last two years. There are currently 5 of the 9 teachers who are non-certified. This has directly led to a loss of enrollment due to parents choosing other options for better academics and sports
Northwest	Elementary	Suburb	Staff shortages are messy - certification changes also put unnecessary limits on teacher flexibility
Northeast	High School	Rural	Staff shortages in Grundy County are a huge concern and every school in our county hires from the same hiring pool! We predict the severity to become worse for our future.
Suburban Cook	Elementary	Suburb	Staff turnover during the year is tough. That is something we have not experienced in the past. The last two years, we have had licensed teachers leave in the middle of the year causing great difficulties.
Northwest	Unit	Suburb	Student behavior is worse.
Northeast	Elementary	Suburb	subs and paras are a huge challenge
Suburban Cook	Elementary	Suburb	Substitute shortage is hurting PD opportunities.
Northeast	Elementary	Rural	Substitute teacher shortages have had the greatest impact on our district. My teachers are afraid to take any days for fear of not having a sub to cover.
Southwest	Elementary	Suburb	Substitutes are needed and bus drivers. We have not been able to provide adequate bussing because of the shortage.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Northeast	Elementary	Rural	Substitutes in all areas is a major concern. We often are scrambling to make sure classes are covered when someone is absent. I also think location has an impact as well. With gas prices being high and other jobs available, people don't want to travel for work if they don't have to.
Northeast	Elementary	Suburb	Teacher hiring pool is smaller
East Central	Elementary	Rural	Teaching should be a two-year degree if you want to be serious about fixing the shortage. This would also allow members to begin contributions to TRS earlier and help solve that problem as well
Northwest	Unit	Rural	Thanks!
West Central	Unit	Suburb	The ability to deliver quality services across the educational spectrum (everything from transportation to food to instruction to special services) is compromised due to manpower shortages.
East Central	Unit	Rural	The Administrative Paid Leave for Educators for COVID are having a negative impact in our ability to find enough staff on a daily basis still in 22-23.
West Central	Elementary	Suburb	The area that has been and continues to be the most is bus drivers.
Northeast	Unit	Suburb	The bus driver shortage is very concerning because the requirements to get your CDL has increased.
Southeast	Elementary	Town	the changing of the TRS retirement system will solved the teacher shortage. until that is changed the shortage will be with us.
East Central	Unit	Town	The company we pay for SLP services is approximately three times the amount we would be paying for our local contractual employees.
Suburban Cook	Elementary	Suburb	The difficulties that we are experiencing in finding Special Education teachers has made it very difficult for us to be in compliance with IDEA and meeting the needs of students with IEPs.
West Central	Unit	Town	The drain we experience providing support to new and/or non-qualified instructional staff is significant.
Northeast	High School	Suburb	The inability to find non-licensed staff poses numerous challenges both during the school day and beyond.
Northeast	Elementary	Suburb	The lack of available support staff applicants is at a critical point. Outside contract agencies do not even have people to fill these critical positions. I do not know how districts will meet IEP minutes this year and years to come if this does not change immediately.
Suburban Cook	Elementary	Suburb	The lack of Special Ed candidates, and parapros, has provided an opportunity for current SpEd teachers/staff to "shop around" for better salaries and locations. There has been a negative impact on the quality of candidates and on our current hires
Southeast	Elementary	Rural	THE LACK OF SUPPORT FOR EDUCATIONAL PERSONNEL IS CRITICAL....THE STATE LAWS AND UNREALISTIC EXPECATIONS ARE DRIVING EDUCATORS AWAY WITH A SHORTAGE OF APPLICANTS TO REPLACE THEM. AVAILABILITY TO BASIC BENEFITS SUCH AS INSURANCE CONTINUES TO BE A DETERRENT.
Suburban Cook	Elementary	Suburb	The most severe staff shortages are at the middle school level and include math, science, and Special Education.
Suburban Cook	Elementary	Suburb	The most significant present impact is on our special education programs / students / continuum of services.
Southwest	High School	Suburb	The number of applicants across the board has decreased for the last 5 or so years
Southeast	Elementary	Rural	The only "issue" I have seen with the number of qualified candidates is primarily in Special Ed. I have been pleased with the number and quality of applicants.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Northwest	High School	Town	The only way to fill positions is to steal teachers from other districts. We have been fortunate to have a good teacher retention rate.
West Central	Unit	Rural	The overall atmosphere for finding qualified individuals that want to work is very poor.
West Central	Unit	Town	The quality of candidates is poor. We have an increasing number of non-traditional , non-teacher people filling roles traditionally reserved for trained professionals.
Southeast	Elementary	Rural	The quality of the educational experience has declined significantly; lack of qualified applicants, for some that are qualified--a lack of understanding of the current educational demands leading to high staff turnover.
Southwest	Elementary	Suburb	The severity of shortages leads to some hires that are not the most qualified for that position. This has both a short and long-term impact on student achievement. Additionally, it has forced the district to increase pay across the board which will put a strain on district finances once federal dollars run out.
Southeast	Elementary	Rural	The shortage is real, and district are struggling
Southwest	Unit	Suburb	The shortage is real in school districts. Higher Education needs to provide a quicker path for alternative licensure, similar to CTE.
Northeast	Elementary	Suburb	The shortage of Bilingual teachers & paraprofessionals is having an impact on our ability to provide a high-quality program.
Northeast	Elementary	Suburb	The shortage puts more pressure on those of us remaining and as a result of "robbing Peter to pay Paul" someone's job is always left vacant. As the environments become harder to work in, less people will join the ranks and less will stay.
East Central	Elementary	Rural	The shortages have made us do things we have never had to do before.
East Central	Unit	Rural	The special education certified positions and the paraprofessional situation is getting dire - by not being able to fill these, we are negatively impacting students.
Suburban Cook	Elementary	Suburb	The staff shortages increase stress for all levels of employee. There are shortages in every department and others are picking up the slack.
Northeast	Elementary	Suburb	The staffing shortage has impacted our ability to find qualified applicants. We have had to lower our standards when it comes to hiring qualified candidates since we have only had one or two applicants at best per position.
Northeast	Elementary	Rural	The staffing shortage is moderate at GLS D36
Suburban Cook	Elementary	Suburb	The staffing shortages are so severe that it is causing an immense additional load of the remaining staff. This leads to more difficulty in retaining staff.
Northwest	Elementary	Rural	The state needs to do more to help us with bus drivers. There are too many negative or bureaucratic "hoops" to even get retired drivers to come back and get re-licensed.
Northwest	Unit	Rural	The State needs to look at the hurdles in place for students to be teachers. Many of these requirements scare potential teachers because they do not want to go through all of that for a 40K/yr. career.
Suburban Cook	Elementary	Suburb	The State of Illinois needs to pay the full college tuition and board for college undergrads getting their teacher certifications.
Southeast	Unit	Rural	The students are missing out on instruction from qualified instructors. It is hard to operate the district with short staff. The staff that are covering are already experiencing burnout 7 weeks into the school year trying to do their job and cover the other shortage areas.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
West Central	Elementary	Rural	There are fewer applicants for all positions we post. Also, a vast majority of those are uncertified applicants. The full-time teaching positions we were able to fill have been with long terms subs.
Southwest	Unit	Suburb	There are no science teachers. out of 4 positions we have openings for three.
Suburban Cook	Unit	Suburb	There are very specialized SPED licenses that are needed that we are having a hard to finding. It is making it difficult to staff certain positions properly.
West Central	Unit	Rural	There is a significant need for a greater supply of high-quality applicants.
Suburban Cook	Elementary	Suburb	There needs to be a way to allow alternative ways for candidates to be certified to sub. A high school diploma should allow someone to sub.
Suburban Cook	High School	City	These shortages are unparalleled and have strained our capacity to meet student needs.
Northwest	Unit	Rural	Things are not good, and it sounds like there are less people going into education as a profession.
East Central	Unit	Rural	This has been "coming" for many years based on the shortage in the pipeline coupled with those leaving the position. Very few improvements have been made by our politicians, higher ed institutions - the problem is authentic and not going away.
Northwest	Unit	Rural	This is a true crisis! Especially for small rural districts.
Northwest	Elementary	Town	This is as bad as I have seen it since I started being an administrator 15 years ago. The pipeline is so small that substitutes are virtually non-existent. I used to have licensed teachers as substitutes and now I don't have one. Haven't had one. They all have jobs because vacancies are everywhere.
Suburban Cook	Elementary	Suburb	This is going to get worse. ISBE needs to look at ways to provide additional support.
Northwest	Unit	Rural	This is serious and will require shutdowns because people cannot run so thin
Southwest	Elementary	Rural	This is the first year in 10 years that I have posted positions that had ZERO applicants. I didn't even have a choice of bad candidates. I had no candidates at all.
West Central	High School	Suburb	This is the first year we haven't been able to fully staff our vacancies since I've been here. This is my 6th year in the district as superintendent.
Southwest	Unit	Rural	This shouldn't be too hard to see that when a young person doesn't feel appreciated by lawmakers, has to work longer than surrounding states, and is allowed to be treated poorly by parents and students (mainly because the legislature and their policy allow it), yet somehow it is a surprise to some groups. When policy can go back to holding parents and students as accountable as educators, when they can work as long as their neighboring peers, and the legislature can accept that educators are part of the solution not the problem we may see some positive change. Until then, there is not much change that will happen.
Southwest	Unit	Suburb	Too many people who live close enough to apply to my district can "jump the river" and work in Missouri. NOTE: it is easier to be certified and work in Missouri, why should Illinois make it this hard.
Southeast	High School	Town	until the supply of interested and qualified candidates increases, schools will struggle to keep up
East Central	Elementary	Rural	Vermilion county has five districts that can't even fill PE jobs with licensed teachers. We have not been able to fill a math job for 2 years and a Spanish job for 7 years.
West Central	Unit	Rural	Very concerned about the future of the teaching work force. We are seeing very few of our students go into teaching. In rural west central Illinois, it is very difficult to find any qualified teachers for any position.
Northeast	Elementary	Suburb	Very concerned going forward with salaries.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Suburban Cook	Elementary	Suburb	Very difficult to find the staffing needs
West Central	Elementary	Suburb	We are a small 1 building district and have been somewhat sheltered from shortages.
Southwest	Unit	Suburb	We are alternating schedules for some students Facing Compensatory services for others due to lack of personnel to service them. We have added a non-attendance day near a holiday anticipating call offs and no subs.
Suburban Cook	Elementary	Suburb	we are definitely having more issues with support type of positions, and the bus driver shortage is requiring us to pass this on to the parents. Minimum wage was raised too quickly in our state, which has caused these jobs to demand salaries that are higher than warranted
Northwest	Unit	Rural	We are down a high school science teacher, a life skills special education teacher, a second-grade teacher, paraprofessionals, and bus drivers. The applicants we are getting either won't call back or are not qualified for the job they are applying for.
Southeast	Elementary	Rural	We are fortunate so have paraprofessionals that are going back to school to become certified teachers which will help the district in the future.
West Central	Unit	Rural	we are fortunate to be in decent shape
Suburban Cook	Elementary	Suburb	We are fortunate to have all our positions filled.
Northeast	Elementary	Suburb	We are getting less candidates for positions and less qualified candidates. At this point we may have positions that are open for an entire year because we cannot find qualified candidates.
Northeast	High School	Suburb	We are impacted by the shortage, but not at the critical level many other districts in the county are experiencing.
Northwest	Unit	Rural	We are in a worse position now than last year due to the thin application pool to select top candidates.
Southwest	Unit	Suburb	We are in desperate need of qualified teachers.
Northwest	Unit	Suburb	We are in dire need of qualified applicants for paraprofessional and non-licensed staff roles. It is also extremely difficult to staff CTE positions. We have a very tiny pool of applicants, sometimes one, for those roles.
East Central	Unit	Rural	We are in need of Foreign Language teachers, bus drivers, Speech Therapist, Physical Therapist, Paraprofessionals and Bus Drivers.
Northeast	Elementary	Suburb	We are in significant need of additional substitutes. also, we partner with our local HS district for transportation. They are incredibly short on bus drivers.
Southeast	Elementary	Rural	We are limping along; however, it is only because school administrators have learned to become creative to fill the positions.
State	SPED		We are looking at 4 retirees in the next 2 years and this will severely impact our headcount of teachers of the visually impaired.
West Central	Unit	Rural	We are not in a situation with a lack of applicants, we have some positions we literally have zero applicants. It's not a matter of hiring candidates not fully qualified but rather having no candidates' period.
Northeast	Elementary	Suburb	We are operating barely. We will not be able to sustain this.
East Central	Unit	Rural	we are short 5 Special Ed positions, H.S. Science and H.S. English....it is not a functional situation to educate our student population this way.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Northeast	Elementary	Suburb	We are spending a substantial amount of money contracting paraprofessionals. The problem is that we are still having a hard time filling those positions, even though the agencies.
Southwest	Unit	Rural	We are starting to teeter on the edge, especially with bus driver and custodial workers. The overall attitude toward educational staff needs to improve in our state in order to draw more individuals into the profession, this includes support staff as well.
Northeast	Elementary	Suburb	We are very concerned on staffing our special education and possible support staff positions in the future. We have retirements coming up that will require specialized certification. In addition, we currently have a few staff members on provisional licenses while gaining certification, which I anticipate will continue to happen in future years.
Northeast	Elementary	Suburb	We are very much in need of paraprofessionals
Northwest	High School	Town	We cannot find interested candidates for our para positions. This is impacting our teachers' abilities to adequately meet the needs of many of our special needs students.
West Central	Unit	Town	We currently cannot find a full-time ag teacher or counselor/social worker.
Suburban Cook	Elementary	Suburb	We currently have 4 teaching vacancies. Three of which were created by last minute resignations due to emotional stress. The emotional stress of the profession is going to continue, and I am worried that the pool of teachers will continue to shrink.
Northwest	Elementary	Suburb	We desperately need subs and bus drivers. There's no one out there. Our sped cooperative has had a difficult time finding a social worker and psychologist for our district.
Southwest	Unit	Rural	We do not have applicants.
Northwest	Unit	Rural	We do not have enough qualified bus drivers and therefore cannot transport all of our students to school or to out of district placements. We are contracting with multiple neighboring districts and still are unable to get some students to school. Additionally, we are unable to fill support staff positions such as SLP, school counselor, and special education.
Northeast	Elementary	Suburb	We got lucky this year to match positions with people. We are trying a grow your own program as we don't believe we will have enough applicants to fill positions next year.
Northwest	Unit	Rural	We had 0 applicants for a middle school science position. I expect to see a significant number of retirements in the next 4 years. I worry that I will not find quality candidates to replace veteran staff members.
Northeast	Unit	Rural	We had a very difficult time finding special education teachers, secondary math teachers, and a District Psychologist.
Southeast	Elementary	Town	We had no teacher candidates for one vacancy. Thankfully, we were able to hire a person who is completing the "Teacher First" program. In regard to transportation, we had no applicants for our one vacancy. Currently, 2 recruits on working on their licensing.
Southeast	Unit	Rural	We have 2 teachers currently working on their degrees, one who passed all the IL math tests one time but not at the same time but passed her Special Education test and we have had to hire 2 from the Philippines to fill 2 ELA positions. I have gone from 5 bus routes to 3 routes due to lack of drivers and we have now made it even harder for them to get their license.

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
West Central	Unit	Suburb	We have a substitute teaching Kindergarten, we had to cancel multiple sections of HS Social Studies, including AP courses, and we are anticipating a Special Education vacancy soon, which will likely result in additional workload for our current staff.
Northwest	Elementary	Rural	<p>We have always been a district where it wasn't hard to get 20 or more applicants for a position. It seems that we are now having to look at anyone capable of filling the position rather than discerning the best candidate from a competitive pool. In our search for a Kindergarten teacher, we had 2 unqualified applicants. That effectively lowers the bar for our expectations of what we can offer our students. The main issue is not only the lack of teachers, but what teachers are being expected to do that is causing the lack of people entering the field. Teachers are being asked to be surrogate parents. They are being asked to socialize children rather than instruct. The responsibilities of parenting are being shifted to teachers. They have to find out if students are eating each day, help pack their bags for them, continuously reach out to parents to get them to return work or required documentation. The lack of parental responsibility has forced schools to try to pick up the ball and run with it. However, schools are not equipped, nor should be equipped to be surrogate parents. Without a challenging curriculum that inspires kids to strive to be their best, everyone seems to be settling for whatever is easiest. You can see that at the elementary level as well as the secondary level. We are not teaching kids to be independent and responsible. Instead, any time there is an issue, the school or the teacher is to blame. Parents' attitudes have dramatically changed in the years that I have been in education from supporting the school and much of the discipline that might come home, to the point that every small challenge a student might have been fought with bitterness by a parent. Principals and teachers no longer have the ability to withhold recess for failure to turn in work or because of unacceptable behavior. When government takes away all the tools needed to raise responsible, independent, and focused children, why would anyone want to enter that field? It's like taking away a doctor's ability to diagnose and treat ailments. The teacher can see what the problems are but has very little they can do to change the behaviors. We are a PBIS school, but positive incentives are only half the equation for discipline to function appropriately. There also must be consequences for actions. Without the ability to take away privileges, a principal and/or teacher cannot train the individual in the right path to go. Behavior management has always been one of the most difficult areas in education, and one most teacher struggle with throughout their careers. I have had numerous veteran teachers and retired teachers say to me that they never would have gotten into education if they would have known how the kids were today. On top of all of this, the constant changes in everything from the definition of boy/girl, to allowing anyone to use any bathroom is more than what an elementary school can manage. This doesn't take into consideration the huge policy changes that occur annually, passed down from the state. Educators can't keep this up. Teaching programs will not get candidates when this is how teaching appears to young people. Teaching seems to be an extension of the current political trends rather than the education of young people for the long-term with knowledge that is true and time-tested. Good teachers recognize this trend and do not want to be a part of it. The people that are left, are either not qualified, or are teaching for social justice rather than to educate a generation of responsible, respectful, patriotic, citizens who are competent in basic skills, geared for success, when they graduate from school.</p>

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
West Central	Unit	Rural	We have applicants but not for the positions open. So, a person completely new to education is going back for a sped license, a student teacher is subbing for a pre-k classroom until she earns her certificate, and we have brought graduates back and parents in to be paraprofessionals.
Southwest	Unit	Town	We have been able to staff classrooms with very good teachers but have a much smaller applicant pool from which to choose. Finding School Service Personnel - specifically nurses and social workers with the appropriate certification - is nearly impossible.
East Central	Unit	Town	We have begun to see the positive effect of paraprofessionals and substitutes going back to school to get their teacher license in Special Ed or Elementary Ed. Applicant pools in general though are very shallow.
West Central	Unit	Suburb	We have created a perfect storm: higher education creating unobtainable certification for the price (school loans outweigh salary), society demonizing educators, schools are uncontrollable because law makers decided that there no longer should be accountability for certain students, school district do not have the ability to raise pay with national labor standards. Why would anyone want to teach?
East Central	Unit	Rural	We have gone 3 years with a sub teacher in Special Ed . . . zero applicants for 3 years. We have gone 4 years with a retired Spanish Teacher . . . we went prior to that with online Spanish . . . zero applicants We now have a provisional Guidance Counselor . . . zero applicants Lucky to fill all other positions . . . last two times hiring a math teacher . . . only 1 applicant . . . lucky they took the job.
Suburban Cook	Elementary	Suburb	We have had to move people around very last minute to accommodate holes in the staffing plan.
Southeast	Elementary	Rural	We have hired an internal sub which has helped tremendously. Our staff as a strong work ethic which also helps and is also willing to pitch in to keep the district running.
Southeast	Unit	Rural	We have more people working on a substitute license while they pursue an alternative licensure option.
West Central	Unit	Rural	We have multiple staffing spots that we have filled with untraditional people. Finding any applicant (not just quality applicants) is almost impossible for many of our positions. Part of that is our location and part of that is the staff shortage issue.
Southeast	Unit	Rural	We have no sub bus drivers, and one of our drivers is 77 years old. As the superintendent, I am a sub bus driver.
Suburban Cook	Elementary	Suburb	We have seen a rapid change from 2020 to today with the number of candidates for ALL positions.
Southwest	Unit	Suburb	We have seen teachers working hard to fast-pace the deficit of students due to the pandemic. Teachers are working extremely hard to close the gap. This work pace is causing hardship to the educational workforce, increasing our teacher absences due to mental health.
Northeast	Elementary	Rural	We have severe shortages in bus drivers, and the answer has been to increase the complexity of obtaining a license.
Southwest	Elementary	Suburb	We have teachers in some positions currently that are teaching outside of their designated licenses. We have had to move staff around to cover areas on a regular basis and have had administrators and other officer personnel covering throughout the district. We still are looking for some non-certified positions and do NOT have subs available for most positions on a daily basis.
Suburban Cook	Elementary	Suburb	We need legislative help - or at least for ISBE to enforce the regulations already in place - to stop the last-minute poaching of teachers by other districts. We are competing against one another like this is Hunger

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
			Games, and unfortunately the kids who end up suffering are the ones who need stability and strong teachers the most.
Suburban Cook	Elementary	Suburb	We need more flexibility in hiring teachers (without restrictions on endorsements)
Northeast	Elementary	Suburb	We need more qualified candidates.
Northwest	Elementary	Town	We need qualified people in our classrooms who put kids first.
Suburban Cook	High School	Suburb	We need substitutes and bus drivers.
Suburban Cook	Elementary	Suburb	We need teachers Elementary and Middle School Teachers (ELA/Math/Science/Social). Despite increasing the pay for our paraprofessionals, we currently need 14 additional staff members in special needs classes. Despite working to improve the amount of money we pay substitutes; our fill rate daily has only reached the above 50% mark for three days since the beginning of the school year.
Suburban Cook	High School	Suburb	We need to be smarter in our state about licensure. It is an antiquated system, and we are lowering standards in the wrong way. Providing district flexibility in assignment of staff based on factors outside of certification. Example - I have a strong science teacher without the "proper" certification to teach earth/space, but years of experience and aptitude. I should be able to assign them, and I cannot unless they take college courses first. However, it is overall becoming easier to be a licensed teacher due to reduced standards.
East Central	Unit	Rural	We need to do more. We are looking at a "Grown your Own" type of program.
Southwest	Unit	Town	We need to focus on quality and not just the credential to explain the shortage.
Southeast	Elementary	Rural	We need to get on this soon as programming and students will fill the impact on our shortages.
Suburban Cook	Elementary	Suburb	We need to have the 120-limitation lifted so we can hire retired teachers and other licensed personnel.
Northeast	Unit	Rural	We need to have the legislature create different pathways for specialized roles (i.e., Psych, Soc Work, Speech). Consider using the same structures as we do for the CTE-P licensure...
Northwest	Unit	Rural	We often do receive any applicants for the positions and are often forced to look at emergency licensure options. If we get an applicant, they often accept a position in another district.
Southeast	Elementary	Rural	We only had 2 applicants for 2 positions.
Northwest	Unit	Rural	We pay more than neighboring districts and do not see the shortages that others may.
Southwest	Unit	Rural	We posted two positions last spring. We got one applicant for a position--who turned out to have been non-renewed somewhere else.
East Central	Unit	Town	We still had few applicants, but we had better applicants than the past two years. We are getting experienced teachers applying for our positions.
West Central	Elementary	Suburb	We were fortunate this year to find art and music solutions as well as having a long-term sub get his teaching license for technology. This will significantly help with our programming.
Northeast	Unit	Suburb	We will continue to struggle finding qualified special education teachers and paraprofessionals. We have changed our model to a co-lab model where a paraprofessional is split between two classes.
East Central	High School	Town	We're now in crisis mode in education. Our district is a very strong school district 10 minutes from the University of Illinois, and we are having a very difficult time getting a good quantity or quality of applicants. It is much worse as you go further into the rural areas.
East Central	Elementary	Rural	what can we do? How do we entice new people to go into teaching? Better retirement incentives?

Appendices: Superintendent Comments: Severity of Staff Shortages

Area	Type	Rurality	Please share any additional comments you have on the SEVERITY of staff shortages in your district?
Suburban Cook	Elementary	Suburb	What provisions can be made to utilize long term substitutes while actively recruiting teachers.
East Central	Unit	Town	What solutions does this survey develop. Is the goal of the survey to bring to light how bad the shortage of certified employees is in our state. How about developing some possible solutions to address the issue.
East Central	Unit	Town	When our secondary math, science, CTE, and special education staff retire, we will struggle to fill those positions.
Northeast	Unit	Suburb	When there are no applicants for a 4th grade teaching position in a Chicago suburb, that tells you the problem is severe.
Southeast	Unit	Rural	When we've filled positions, more often than not, we've "stolen" candidates from other districts.
Northwest	Elementary	Suburb	While concessions have been made to waive some license requirements, it is still costly to gain licensure for folks that are making minimum wage. As inflation increases, people will have to look elsewhere for higher paying jobs.
East Central	Unit	Suburb	While most of our teacher positions have been filled (all but one special ed position), many of the districts around us have had to resort to long-term subs. This has drastically impacted the number of subs available in our district.
West Central	Elementary	Rural	Who wants to be a teacher making little money, all the hoops you have to jump through and then work for 45 years for a small retirement and then die shortly after or before retiring as a teacher? Plus, administrators can only make less than \$120,000 retirement in Tier 2. Why?
Southeast	Parochial		With fewer and fewer teachers entering the profession, there is going to be a struggle among districts to retain and attract new teachers. Some communities may have a bigger budget to pay more for teachers, whereas smaller districts that don't will suffer even more. The student population is not going down, but teacher numbers are. Also, there is a general lack of appreciation and professionalism toward teachers in the general public. This is a significant factor in bringing new teachers in and retaining current ones.
West Central	Unit	Town	With the state always increasing academic requirements it will continue to be difficult to adequately staff our district to meet these ridiculous standards. Abolish ISBE!!!!
Northeast	Elementary	Town	Worried about the future with 5 teachers in retirement track at the high school
Northwest	Elementary	Suburb	Would love to ISBE continue to be "flexible" with certification requirements. We are losing teachers throughout the state, and it will be a huge problem if we do not create more flexibility.
Southeast	Elementary	Rural	You need to know that not only do we have fewer applicants for positions, but the applicants are less prepared. The depth of knowledge in terms of pedagogy has significantly decreased over the last five years. This does not get discussed enough.
East Central	Unit	Rural	Zero applicants for music.
Southwest	Unit	Town	Zero applicants for special education Zero applicants for elementary music Zero applicants for family and consumer science

Appendices: Superintendent Comments: District Responses to Shortages

DISTRICT RESPONSES TO SHORTAGES

Area	Type	Rurality	Please share any additional comments you have on the RESPONSES your district has taken when faced with a shortage of educators?
West Central	Unit	Rural	Administrators are taking on multiple roles when absences of staff occur.
East Central	Unit	Rural	All of these things impact the quality of education for our students as well as the culture / climate in the buildings.
Southeast	Elementary	Rural	As a superintendent, I also drive a bus to help the shortage.
East Central	Elementary	Rural	Basically, it has hit us financially because we have been forced to hire teachers with several years of experience to fill all our open positions.
Southeast	Unit	Town	Bus drivers need to be included in this list-- You can't have just anyone fill in for a bus driver. We utilize retired drivers as subs, but most of them are driving every day for us just so we can get our students to and from school.
Northeast	Elementary	Suburb	Certified staff are used daily to cover for unfilled sub jobs.
Northwest	Unit	Rural	Combined roles
Northwest	Elementary	Rural	Day by day issue.
Northwest	Elementary	Suburb	Due to the lack of substitute teachers, we typically require teachers to "give up" their prep time for compensation to ensure we are covered.
Northwest	Unit	Town	Even if a qualified applicant can be hired, having a pool of one or two is not a legitimate pool. Please don't mistake having a licensed person in place with being able to have a competitive pool that increases the quality of the person hired. We also have more of our teachers that are unwilling to take on extra duties because they know they can go to other districts at a moment's notice to avoid such burdens.
Northeast	Elementary	Suburb	Every response taken equates to less support for students and staff.
Northeast	Elementary	Rural	Hired paraprofessionals with BA's and paid for sub certificates so that they can step into classrooms when needed.
Suburban Cook	Elementary	Suburb	I am proud of the staff that has filled in and stepped up to ensure we have continuity in the classroom. I do realize that this extra burden will impact staff in the long run.
Suburban Cook	High School	Suburb	I am working already to source a teacher for next year who has an endorsement in Computer Science. The curriculum requirements for high school are more and more technology-driven and there are no teachers with that expertise and endorsement. Our lone computer teacher resigned last summer to take a more lucrative position within the private sector. I fear that we can't compete with the needs of the private sector. We are looking internally to our math and science teachers to see if they would be willing to take additional courses towards the computer endorsement. I can't recall in the 17 years I have worked in the district that we have had such a difficult time recruiting paraeducators, bus drivers, Spanish teachers, psychologists, and speech pathologists.
Suburban Cook	High School	Suburb	identified teacher assistants and encouraged them to return to school to get their credentials to teach.
Northwest	Unit	Town	increased pay for support staff was necessary to keep them.
West Central	Unit	Rural	Increased subs pay

Appendices: Superintendent Comments: District Responses to Shortages

Area	Type	Rurality	Please share any additional comments you have on the RESPONSES your district has taken when faced with a shortage of educators?
Northeast	Elementary	Suburb	increased visibility of job openings with job fairs and new outlets for advertising openings in the community, universities, and professional organizations
West Central	Unit	City	Increasing salaries
Northwest	Elementary	Suburb	It has been difficult
Southwest	Unit	Suburb	It is getting to the point where it is simply too hard to keep the doors open. Illinois MUST provide relief
Southwest	Unit	Town	It is sad and I blame (mostly) the media and politicians.
Northwest	Elementary	Rural	Last year we stayed fully masked and implemented stringent cleaning protocols to create as clean and safe of a teaching /learning environment as we could. Substitutes told us they liked teaching here because they thought we were taking the dangers of COVID more seriously than some other area schools.
Suburban Cook	High School	Suburb	Many districts, ours included, have begun to have to leverage positions for recruiting staff. This is an additional staffing/cost burden.
West Central	Unit	Rural	N/A
Suburban Cook	Elementary	Suburb	N/A
Northeast	Unit	Suburb	N/A
Northwest	Unit	Town	N/A
Northwest	Elementary	Rural	N/A
Northeast	Unit	Suburb	N/A
Northeast	Elementary	Suburb	N/A
Northeast	Elementary	Rural	n/a
Northwest	Unit	Rural	N/A
Southwest	High School	Suburb	N/A
Suburban Cook	Elementary	Suburb	n/a
Suburban Cook	Elementary	Suburb	N/A
Northeast	Elementary	City	N/A
Northeast	High School	Suburb	N/A
Southeast	High School	Town	N/A
Southeast	High School	Town	N/A
Northwest	High School	Rural	N?A
Southwest	Unit	Town	NA
Northeast	Elementary	Suburb	NA
Southeast	Elementary	Town	NA
West Central	Unit	Rural	Need teachers and support staff to stop taking trips during the school year.
West Central	Unit	Town	Needed to hire an (2) Interim Superintendents for the 2022-2023 Fiscal Year. Please note that this was not due to a shortage of candidates.
Northwest	Unit	Rural	No additional comments

Appendices: Superintendent Comments: District Responses to Shortages

Area	Type	Rurality	Please share any additional comments you have on the RESPONSES your district has taken when faced with a shortage of educators?
West Central	Unit	Rural	None
Northeast	Elementary	Suburb	None
East Central	Unit	Rural	None
West Central	Unit	Town	None
Southwest	High School	Suburb	none
West Central	Elementary	Suburb	None
Southeast	High School	Rural	None
East Central	Elementary	Rural	none
Northeast	Elementary	Suburb	none at this time
Southeast	Unit	Rural	None at this time.
West Central	Elementary	Suburb	None at this time.
Southeast	Elementary	Rural	None of the measures seem to have a long-term impact.
Northwest	Elementary	Town	Obviously, there is still a focus on staff and student safety in employment considerations. However, all other resources and out-of-the-box considerations are evaluated. We are currently experiencing a number of educators who left within days of the start of the school year.
Southwest	High School	Suburb	Our biggest shortage has been with substitute teachers
Suburban Cook	High School	Suburb	Our district is paying a premium for our current teachers to pick up an additional teaching assignment.
East Central	Unit	City	Our District piloted ISBE's Visiting International Teaching program to fill six positions at the elementary and high school levels. We plan to host more VITs again next year.
Suburban Cook	Elementary	Suburb	Please temporarily lift the teacher assessment component. (Basic Skills and Subject area)
East Central	Unit	Rural	Providing benefits to full time subs.
Northeast	Elementary	Suburb	Reassigned staff in coaching or intervention positions.
Northwest	Elementary	Town	Substitute lists have dwindled too almost nothing. We are recruiting substitutes.
Southwest	Unit	Suburb	The district worked to create a balanced schedule across school sites to prevent increased classrooms. Teachers were compensated for taking increased class/student loads. Long-term substitutes were hired to offset teacher absences and support hard-to-fill classrooms.
Northwest	High School	Town	The pressure has increased each year (since 2011) and is reaching a level that will require programs to be dropped in the near future
Southeast	Elementary	Rural	The Rome District promoted our principal (Sara Mellott) to Senior Administrator to allow time for superintendent certification. A superintendent (Stuart Parks) was hired to fill the position while Mrs. Mellott completes her education.
Northwest	High School	Rural	The shortage is making it very difficult to run a building on a daily basis. Limits the amount of time we can allow teachers to attend off-site professional development.
Southeast	Elementary	Town	the TRS system needs fixed to get us out of the shortage.
East Central	Unit	Rural	These measures don't seem to be working.

Appendices: Superintendent Comments: District Responses to Shortages

Area	Type	Rurality	Please share any additional comments you have on the RESPONSES your district has taken when faced with a shortage of educators?
Southeast	Unit	Rural	This is a daily occurrence, unfortunately with the pandemic we have gotten used to having to use these types of approaches.
Northwest	Unit	Suburb	We also had job fairs and marketing campaigns.
Southeast	Unit	Town	We are able to get by.
East Central	Elementary	Rural	We are all pulling from the same group of retired teachers, subs, and long-term subs.
East Central	Unit	Town	We are currently fully staffed however we have few applicants for all open positions.
East Central	Unit	Town	We are doing what we need to do to serve our students without adding extra burden to our current staff.
Suburban Cook	Elementary	Suburb	We are extensively exploring other options to increase our pool of substitute teachers
Northwest	High School	Town	We are forced to actively recruit teachers from surrounding school districts (i.e., poach).
Southwest	Unit	Suburb	We are in the process of hiring a continuous substitute; however, needed paperwork seems to be slowing us down.
Southwest	Unit	Town	We are looking at PEL programs outside of IL that are available online. We have no other choice because of the lack of real solutions put into place the last decade.
West Central	Elementary	Rural	We considered a provisional certificate for a candidate, but luckily found one that was certified. We wound up hiring several teachers that had gotten out of the profession before COVID-- and are paying them for all their years of experience. Expensive, but the only way to get people.
Suburban Cook	High School	Suburb	We have 40 openings currently
Northeast	Unit	Rural	We have actively tried to get in the student teacher pipeline (Illinois colleges and universities). We also recently increased our starting salary and implemented a signing bonus.
East Central	Unit	Rural	we have been as creative as we can be, and people have stepped up to help; still a very bleak situation
Northeast	High School	Suburb	We have created incentives to hire substitutes in terms of daily pay.
Northeast	Elementary	Suburb	We have done everything listed and then some
West Central	Elementary	City	We have greatly increased the pay scale for teachers and offered staying bonuses and sign on bonuses. Which in turn means the district is deficit spending.
Northeast	Elementary	Suburb	We have increased pay to incentivize individuals to come to the district.
Southeast	Unit	Rural	We have no band teacher, so we have someone who has the musical skills and putting a sub in the room with the person.
Northwest	Unit	Rural	We have paid for our paraprofessionals with bachelor's degrees to go back to school and get a master's degree in Teaching through WIU to get them immediately qualified.
West Central	Unit	Rural	We have paid overtime and pulled people from all positions to cover each other.
Southeast	Elementary	Rural	We have partnered with our local University to place student teachers in teaching positions with as much support as we can provide.
Suburban Cook	Elementary	Suburb	We have reached out to agencies to assist us in filling our vacancies.
Suburban Cook	Elementary	Suburb	We have relied heavily on paraprofessionals.
Suburban Cook	Elementary	Suburb	WE HAVE TRIED EVERYTHING.

Appendices: Superintendent Comments: District Responses to Shortages

Area	Type	Rurality	Please share any additional comments you have on the RESPONSES your district has taken when faced with a shortage of educators?
Southwest	Unit	Rural	We need certified staff
Southeast	Unit	Rural	We need speech language pathology since our local coop and other rural coops have no one to contract. Virtual us not the answer and is ridiculously expensive. We must have paraprofessional subs and teacher subs.
Suburban Cook	Elementary	Suburb	We offered retention stipends to teachers; tuition reimbursement to grow our own teachers from paraprofessional pool
East Central	Unit	Rural	We've increased incentives for staff - full tuition reimbursement, monthly meals, extra days off
West Central	Elementary	Rural	What can you do? We have paraprofessionals in the MAT program at Western Illinois University and we paid student teachers.
West Central	Unit	Rural	With all that we are doing my people are getting burned out.
Northwest	Unit	Rural	You can see the "village" has rallied to fill these vacancies, but this risks burnout for our already skeleton crew of a staff that we have due to the teacher shortage.

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

PLANS TO CONTINUE TEMPORARY POSITIONS AFTER FUNDING ENDS

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
East Central	Unit	Rural	2 of the positions have already been eliminated. We are unsure how we will proceed with the 1 remaining position.
Southeast	Unit	Rural	Absorb positions via attrition/retirements
Suburban Cook	Elementary	Suburb	Adjust our budgets
Southeast	Unit	Rural	All
Northwest	Unit	Rural	Annual budget
Northwest	Elementary	Suburb	Attrition
West Central	Unit	Town	Attrition
Southeast	Unit	Suburb	Attrition will allow positions to go away without having to cut.
East Central	Unit	Town	Attrition
Suburban Cook	Elementary	Suburb	Budget prioritization
Southeast	Elementary	Town	By using district funds
Suburban Cook	High School	Suburb	Continue.
East Central	Unit	Rural	Continued Search
East Central	Elementary	Town	Cut
Southeast	Elementary	Rural	Cut the positions.
Southwest	Unit	Suburb	dependent on financial resources
Suburban Cook	Elementary	Suburb	depends on where we are with staffing
West Central	Unit	Town	District budget
Suburban Cook	Elementary	Suburb	District budget or eliminate the positions if feasible
Suburban Cook	Elementary	Suburb	district funds
Northeast	Elementary	Suburb	District funds
Northeast	Elementary	Town	Don't have a solution
West Central	Unit	Town	EBF
East Central	Unit	Town	EBF
West Central	Unit	Rural	EBF- for students support positions, eliminate the curriculum position
East Central	Unit	Town	EBF funded or will go away with attrition
Southwest	Unit	Suburb	EBF Funding
Southwest	Unit	Rural	EBF Funding
Southwest	Unit	Suburb	Ed Fund
Northeast	High School	Suburb	Education Fund
Northwest	Unit	Town	Education fund saving should sustain positions for a while.
Suburban Cook	Elementary	Suburb	Either release the positions or assume the cost in the district budget, depending on need
Northwest	Unit	Rural	Eliminate

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
Suburban Cook	Elementary	Suburb	Eliminate
East Central	Unit	Rural	Eliminate custodian / local funds 1/2 teacher
Southwest	Unit	Town	Eliminate or redistribute funds or job descriptions.
Southeast	Elementary	Rural	Eliminate position
Northwest	Elementary	Town	Eliminate positions
Suburban Cook	High School	Suburb	Eliminate the grand funded positions
Southeast	Elementary	Town	Eliminate them
Northeast	Elementary	Suburb	eliminate them
Southeast	Unit	Rural	Eliminate them.
East Central	Unit	Rural	Eliminated
Northeast	Elementary	Rural	Eliminated already
Northwest	Elementary	Town	eliminated that one and the others created are expected to maintain
West Central	Unit	Suburb	Elimination
East Central	Elementary	Rural	eliminate
Northwest	High School	Town	Employees remain due to retirement
Suburban Cook	Elementary	Suburb	Enrollment will decrease and sections will close
Northeast	Unit	Suburb	Evaluate the merits of each type of position and its impact on future academic programming
Southeast	Unit	Rural	Fill positions by educators that retire.
East Central	Elementary	Rural	Find full time.
Southwest	Unit	Town	Full time substitute teaching positions were created to help with the sub shortage. These positions will not be continued without additional funding
Southeast	Unit	Town	Fund through EBF.
West Central	Elementary	Rural	Get rid of them
Northwest	Unit	Town	Going to try to absorb with annual EBF increases in funding.
Southeast	Unit	Suburb	Hope to continue offering the services
West Central	Unit	Rural	I am not sure yet.
West Central	Unit	Rural	I wish I had the answer to that.
Southwest	Elementary	Suburb	Increased class sizes/case loads
Northeast	Elementary	Suburb	It doesn't
Northwest	Unit	Rural	It has come from the district budget. We kept a few and eliminated the rest.
West Central	Unit	Rural	It will be difficult to continue without funding
Northwest	Elementary	Rural	It will not continue.
Southwest	Elementary	Suburb	Keep them in place
Northwest	Unit	Rural	Likely none.
Suburban Cook	Elementary	Suburb	local budget
Southeast	Elementary	Rural	Local Effort Funding

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
Northwest	Unit	Town	local funding
Northeast	Elementary	Suburb	Local funding
East Central	Unit	Rural	Local funding
Southwest	Elementary	Suburb	local funding
Northwest	Unit	Rural	Local Funding
Northwest	Unit	Rural	Local Funds
East Central	Unit	Rural	Local funds
Northeast	Elementary	Suburb	Look to see if local funding will support positions
Northwest	Elementary	Town	Maintaining the added positions in the district would be directly related to the continued funding of EBF.
Suburban Cook	High School	Suburb	Making room in the budget to continue the positions.
Northeast	High School	Rural	May no longer have those positions
Southwest	Unit	Town	Most are already Consumed through Attrition
East Central	Elementary	Rural	Most likely
West Central	Elementary	Suburb	Most likely eliminate those positions
West Central	Unit	Rural	Natural attrition
Northwest	Unit	Suburb	Needed only for remote learning
Northeast	High School	Suburb	No answer as of yet
Northwest	Unit	Town	no longer keep the position
Southwest	Unit	Suburb	no real idea at this point
Southeast	Unit	Rural	No Temps
Southeast	Unit	Rural	No, we do not
Southwest	Unit	Rural	Not determined
Northeast	High School	Rural	Not sure
Northeast	High School	Suburb	not sure
Northwest	Unit	Rural	Not sure yet
West Central	Unit	Suburb	Not sure yet
Southwest	Unit	Rural	Not sure yet
Northwest	Unit	Rural	Not sure yet.
Southeast	Unit	Rural	Only two or three will remain
Northwest	Elementary	Suburb	Paid stipends
Northeast	Elementary	Suburb	People returning from leave
Northwest	Elementary	Rural	Positions will be re-evaluated, and finances will be determined if there is a need to continue. If the need does not continue, these positions may be eliminated.
Suburban Cook	Elementary	Suburb	Positions will likely be eliminated over time.
Suburban Cook	High School	City	Possible
Northeast	Elementary	Suburb	Possibly

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
Southwest	Unit	Rural	possibly cut in other areas
Northeast	Elementary	Suburb	Possibly other grant funds
Suburban Cook	Elementary	Suburb	Potentially. We know that some will be eliminated while others are being evaluated as to whether or not we will continue them.
West Central	Elementary	Suburb	Reassign to a classroom position
Southwest	Elementary	Suburb	Reduce the number.
Suburban Cook	Elementary	Suburb	reduction through attrition
Northeast	Unit	Town	Relocated them to a position vacated by retiring teacher.
Southeast	Unit	Town	Remaining
East Central	Unit	Rural	Replace ESSER funds with district funds
Suburban Cook	High School	Suburb	RIF
Northwest	High School	Rural	Self-Fund
Northwest	Unit	Suburb	Slowly Phase out
East Central	Unit	Rural	Some of them.
West Central	Unit	Town	Staff attrition
Northeast	High School	Suburb	still reviewing impact data, no decisions made
East Central	Unit	Town	Still TBD
Suburban Cook	Elementary	Suburb	Still working on a plan
Northwest	Unit	Rural	Surplus funds
West Central	Unit	Town	TBA
West Central	Unit	Town	TBD
Suburban Cook	Elementary	City	TBD
Northeast	Elementary	Suburb	TBD, measuring effectiveness
Southwest	Elementary	Suburb	The teachers in these temporary positions will fill positions as certified teaching staff retires over the next three years.
Northwest	Unit	Rural	The two ESSER and PFA ones are one-year positions, but we plan to use the math intervention in future years (possibly under EBF funding).
Northwest	Elementary	Suburb	There are only 2 positions, and we will EBF to pay for those positions.
West Central	Unit	Rural	These positions will more than likely move into the classroom to fill teacher vacancy
Northwest	Unit	Rural	These were only one-year positions.
Northeast	Elementary	Suburb	they ceased this year
Suburban Cook	Elementary	Suburb	They may have to be eliminated
East Central	Unit	Rural	They were eliminated
Suburban Cook	Elementary	City	They will be eliminated unless there is new funding
Suburban Cook	Elementary	Suburb	They will be phased out due to attrition
Northwest	Elementary	Suburb	They will be reduced

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
Suburban Cook	Elementary	Suburb	They will be released
Northeast	Unit	Suburb	They will either be eliminated or supplanted by other positions
Southeast	Unit	Town	They will likely be absorbed into other positions as teachers leave or retire
Southwest	Unit	Town	Through attrition
Northeast	High School	Suburb	Through budgeting and grants.
Southwest	Unit	Suburb	Through district funding.
East Central	Elementary	Rural	Through district funds.
Southeast	Elementary	Town	Through retirements and through increased EBF and Local funding sources.
Northwest	Unit	Suburb	Thru local funds
Northeast	Elementary	Suburb	Title grant funding
Northwest	Unit	Rural	To be determined
Suburban Cook	Elementary	Suburb	Transition to another title, but still certified positions to support student learning.
Suburban Cook	High School	Suburb	uncertain
Southeast	Unit	Rural	Uncertain
West Central	Unit	Town	Undecided
Southwest	Elementary	Rural	Undecided
Southwest	Unit	Suburb	Undecided at this time
Southeast	High School	Rural	Undecided if we will - it will depend on budget
Southeast	Unit	Rural	Undetermined at this time
Northwest	High School	Town	Unknown yet - we are using ESSER funds currently.
Southwest	Unit	Suburb	Unsure
Suburban Cook	Elementary	Suburb	Use general funds
Southwest	Unit	Suburb	Utilize district money.
Southeast	Elementary	Rural	We are hoping EBF will continue.
East Central	Elementary	Rural	We are looking at alternatives to the role or assigning teacher leaders by grade band
West Central	Unit	Suburb	We are not
Northwest	Unit	Suburb	We are not sure that we will be able to but will likely prioritize some positions and fund them through our school budget.
Northeast	Unit	Suburb	We are still evaluating data to determine if we should sustain the positions. If we keep the positions, we will ensure the budget will support the cost.
Suburban Cook	Elementary	Suburb	we are trying to find funding sources to retain some of the support
Suburban Cook	High School	Suburb	We are undecided.
Northeast	Elementary	Suburb	We aren't
West Central	Elementary	Suburb	We discontinued a full-time sub after last year.
Northeast	Elementary	Suburb	we discontinued for 22-23
Suburban Cook	Elementary	Suburb	We do not - it was for a short-term intervention in FY22

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
Southwest	Elementary	Suburb	We do not plan on continuing. Our hope is that we have remediated learning losses.
Southwest	Unit	Rural	We do not plan to
Northeast	Elementary	Suburb	We do not plan to keep them - they were specifically designed to address Learning Loss thru ESSER
Southeast	Elementary	Rural	we don't
West Central	Unit	Rural	We don't
Northeast	Elementary	Suburb	We don't
East Central	Unit	Town	We eliminated at end of last year.
Northwest	Elementary	Town	We have eliminated those that were in response to quarantine learners, have retained intervention staff
Suburban Cook	Elementary	Suburb	we have not created positions
Northeast	Elementary	Suburb	We may keep a few of this position and pay for them out of local funds.
West Central	Unit	Rural	We may not
Northeast	Elementary	Town	We may not be able to do so
Suburban Cook	Elementary	Suburb	We may not be able to.
Suburban Cook	Elementary	Suburb	We only plan to continue with one of these positions.
Northeast	Elementary	Suburb	We plan to continue one of them.
Suburban Cook	Elementary	Suburb	We will continue to assess our needs and prioritize the new positions if we see a continued need.
Suburban Cook	Elementary	Suburb	We will condense to 1 position; we never filled the 2nd.
Northeast	Elementary	Suburb	We will continue the position with the general ed fund if the position continues to be needed.
West Central	Unit	Rural	We will discontinue the interventionists.
Northwest	Elementary	Town	We will eliminate a few (subs) and cover the rest with working cash savings.
Southwest	High School	Suburb	We will evaluate their needs each year
East Central	Unit	City	We will likely eliminate some of these positions and the rest will be absorbed through local funding.
Southeast	Unit	Town	We will likely not continue these positions.
Northeast	Elementary	Rural	We will maintain the temporary position
Southwest	Elementary	Suburb	We will not
Suburban Cook	High School	Suburb	We will not continue
Northeast	Unit	Suburb	We will not continue
Southeast	Unit	Town	We will not continue the temporary position.
Southeast	Unit	City	We will not continue them
Northwest	Unit	Suburb	We will not continue them.
East Central	Unit	Rural	We will not continue these positions due to lack of funding.
Northeast	Unit	Suburb	We will not continue those positions
Northwest	Unit	Suburb	We will not continue to use temporary positions. We will reduce them or combine them with existing programs through restructuring existing programs.
East Central	Unit	Town	We will not, unless we see a measurable outcome that can't be achieved otherwise.
Suburban Cook	Elementary	Suburb	We will not.

Appendices: Superintendent Comments: Plans to Continue Temporary Positions After

Area	Type	Rurality	How does your district plan to continue these temporary positions AFTER the funding has ended?
Suburban Cook	Unit	Suburb	We will phase them out each of the 3 years of the funding - last year 18, this year 9, next year 4
Northeast	Elementary	Suburb	We will review, but the initial plan is to eliminate the position, but place the staff member into the role of a retiring staff member
Southwest	Unit	Rural	We will see where we our budget wise. They may be permanent they may not.
Suburban Cook	Elementary	Suburb	We will seek additional Title I or Title II funding.
Southwest	Unit	Rural	We will use district dollars if possible.
East Central	Unit	Rural	We wont
Southeast	Unit	Rural	We won't continue it.
Southeast	Unit	Rural	Will have to cut other positions or programs
Northwest	Unit	Rural	Will not
Southeast	Elementary	Rural	Will not continue
Southeast	Unit	Rural	Will not continue
Southwest	Unit	Rural	Will not continue one of the 3
Northeast	Unit	Town	will not extend
West Central	Unit	Rural	With district funds
East Central	Unit	Rural	yes, if funding allows
West Central	Unit	Rural	Your guess is as good as mine. There was no plan created when the positions were created.

Appendices: Superintendent Comments: Causes for Educator Shortages

CAUSES FOR EDUCATOR SHORTAGES

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Northwest	Unit	Rural	A rural area and lower pay. Additionally, facilities are major drawback. No air conditioning
Suburban Cook	Elementary	Suburb	After the pandemic, people did not want to work in person and wanted more flexibility to their schedules that was not available in school.
Southeast	Unit	Rural	Again, salary gaps between districts in this region and state are the MOST significant issue that poor rural or urban districts deal with. Second issue is "newness" of the facilities that educators work in. Older or outdated facilities are kept clean; however, the allure of a new building cannot be overlooked by an impressionable first year teacher - It is what it is, and IL has failed to invest in New Construction - only invests in band aid grants for press releases during midterm election coverage
West Central	Unit	Rural	As a nation, we need to stop using education and students as a political tool. Teachers are tired and worn out from mandates already and when additional mandates cross already stressed political lines, it becomes too much.
Northeast	High School	Rural	At this time, we are doing ok with shortages however with 5 teachers in the retirement track shortages are coming.
Northwest	High School	Rural	Becoming a teacher is a lot of times a 4.5 to 5-year program at colleges and universities. Compensation for a 1st-year teacher is near the poverty level. Until compensation becomes aligned to other college degree salaries, we will continue to have a shortage. Get rid of state content testing!
Southwest	Unit	Town	Being attacked by politicians and parents caused many to look at another profession
Northwest	Unit	Rural	Being within an hour of two other states who provide better compensation has made it difficult in addition to neighboring districts with a much higher levels of local funding in a tax-capped district.
East Central	Unit	Rural	Changes to the retirement system have caused this over the past 7 to 8 years, things need to be reinstated for it to correct itself
Northeast	Elementary	Suburb	Class sizes are going back up
Suburban Cook	Elementary	Suburb	Competition with private sector for non-licensed staff.
Suburban Cook	High School	Suburb	Competition with the private sector and higher pay. Not enough students in the teaching pipeline at colleges and universities. For those who teach CTE courses, jumping through hoops to get proper certification.
Southwest	Unit	Suburb	demographic, wages, general disrespect of profession
East Central	Unit	Town	Difficulty in obtaining teacher licensure. Lack of programs for non-traditional candidates such as paraprofessionals that are working towards teacher certification.
Southwest	Unit	Town	Educators and all employees are exhausted. Do more Teach in person and handle remote teaching at the same time. Communicate with parents 24/7 and allow anyone to berate you.
Suburban Cook	Elementary	City	ESSER funding has allowed us to create crucial positions to support our students. We do not have funding for these positions after FY24 without a new funding source. It's very concerning because our students still have very high needs, and these roles are important to supporting them.
Suburban Cook	Elementary	Suburb	Fewer students going into education due to student debt versus compensation. College students view of what it is like to be a teacher in today's world.

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Northwest	Unit	Suburb	For K-12 education in general, we have put far too great a burden on our staff for many years. Increased mandates, and then limiting educators' ability to fulfill those expectations. We have made the profession harder, made it less appealing.
Northeast	Unit	Suburb	For non-certified positions, we are competing with retail and restaurants who will have a higher pay rate without the need for any certification i.e., Target pays more than most district pay their TA. The number of mandates placed on education that are not tied directly to the educational environment.
Northwest	Unit	Town	Geographic location
West Central	Unit	Town	Geographic location, plus the depressed economic condition of this area has led to a multitude of problems getting staff and then keeping them.
Northeast	Elementary	Suburb	Having staff resign during the summer months to move to another district does not allow for us to adequately secure a new staff member from the larger pool of candidates. Positions that we had posted in the spring that we knew about were all filled prior to summer months.
Southeast	Elementary	Rural	Higher compensation at neighboring districts
East Central	Unit	Rural	Horrible fights in the community, at board meetings, ball games, and among staff over mask mandates made everyone want to quit.
West Central	Elementary	Rural	I already stated them. We live by Iowa, so teachers go there make \$10,000 to \$15,000 more retirement age is 55 and administrators don't have a cap on their amount of retirement. Did they really think a college kid wants to teach until they are 67 in Illinois? Have you ever seen a 67-year-old teacher who taught 45 years and loves life? I'd like to meet one.
Northwest	Unit	Rural	I believe it's part of a larger systemic problem. There are simply less candidates for positions.
West Central	Elementary	Suburb	I believe that compensation, retirement age, lack of proper home life and the public's general attitude toward public education are all factors contributing to the shortage.
Southwest	Unit	Suburb	I believe that the effects of COVID have been a major factor.
Northeast	Elementary	Suburb	I believe there are some positions that people just are no longer pursuing as much as they used to. Certified School Nurses, School Social Worker, School Psychologist are major shortages. Additionally, I would say FACS is also experiencing a significant shortage.
Southeast	Elementary	Rural	I feel people in general are burned out with COVID, state and national politics and the demand placed on schools with the additional requirements the government requires of schools.
Suburban Cook	Elementary	Suburb	I feel the biggest challenge is that educators feel less respected than ever before for their work. Some of this is compensation, but I believe an even greater amount is the general discourse and treatment from parents, the media, politicians, etc.
Southeast	Unit	Rural	I feel the majority of the educator shortage is caused by a several different issues. 1. Difficulty of getting licensed. You have to jump through to many hoops to get licensed. ISBE should end the many requirements all related to making sure Pearson gets paid. We rarely see any candidates that go the tradition route of attending an Illinois College to get licensed. Most of our teacher candidates now are going through online programs and getting licensed in other states and then transferring their license to Illinois. 2. Overall Low Pay- \$40K after a

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
			bachelor's degree is not enough. 3. Working until your 67 for full retirement. 4. Political Climate- Poor mandates passed by legislators that have an agenda. I could go on and on...
West Central	Unit	Rural	I know people are not wanting to work as teachers in Illinois because of the retirement. The current political climate doesn't help, but I have not had anyone tell me that is why.
Northwest	Elementary	Town	I sense that in general teachers, and the education profession, are not given the same level of respect as it once had. After 31 years in this business, I can attest that children are more emotionally fragile resulting in more behavioral challenges. It's harder today than 10-15 years ago. Finally, not all districts can afford to pay teachers what they are truly worth, and we of course lose them to districts who can more (usually more affluent districts with more resources).
Northeast	Elementary	Suburb	I would strongly recommend that you include in future surveys the professional qualifications we have in Illinois as compared to other states. Some of these are unnecessary and tie our hands significantly. We need to have standards, but we really need more flexibility and discretion in determining a teacher's qualifications to fill a position. The Illinois State Board of Education has made this very difficult.
Southeast	Unit	Rural	If we can figure out a way to keep the additional staff, we hired we will keep them all
Southwest	Unit	Suburb	Illinois and their "certification" rule have made the profession something too hard to get into and the politics in the state have underfunded the retirement and made people choose other areas. ILLINOIS NEEDS TO STOP MANDATES AND REGRESSIVE OVERSIGHT
Southeast	Elementary	Rural	I'm a veteran educator of more than twenty years and I have observed the workload continue to increase over time. This, combined with the introduction of PERA (Tier II, Danielson) has helped to catapult the educator shortage. This will need to address at the legislative level (with our input) if we are to turn this around.
Suburban Cook	Elementary	Suburb	In my opinion, due to the overload of federal and state mandates, and legislation that causes hardships for educators, educators who can retire no longer work beyond their eligible retirement date and fewer college students are majoring in education.
Suburban Cook	High School	Suburb	ISBE should consider making changes to the licensure process.
Northeast	Elementary	Suburb	It is a ripple-down effect from the nation-wide shortage.
Northwest	Unit	Rural	It is no coincidence that the number of people taking the educator licensure tests dropped by 75% over a period from 2012-2017. These years follow the creation of Tier 2 and the state school funding financial crisis.
East Central	Unit	Rural	It seems there is not enough incentive to enter the workforce. In essence, it seems as if there is too much government money available for folks which drives many to not work if they don't have to do so. I am not sure if this is fact, but it sure seems like it.
East Central	Elementary	Rural	it's a real concern and it does not look to get better anytime soon.
West Central	Unit	Town	Just not as many people going into education coupled with people leaving. We are taking body to cover instead of having a choice about quality.
Southeast	Unit	Town	Lack of applicants. Lower wages. Profession is not respected any more.
Southeast	Elementary	Rural	lack of candidates in the area
East Central	Unit	Town	Lack of competitive benefits with private industry and retirement date is too long (age 67).
East Central	Elementary	Rural	Lack of feeling appreciated and burnout. Limited SEL resources for staff.

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Southeast	Unit	Rural	Lack of licensed people going into teaching profession. No one wants to drive a bus and current CDL holders don't want to jump through the hoops for the bus endorsement.
West Central	Unit	Rural	Lack of qualified candidates available in the area that are applying.
Northeast	Elementary	Suburb	Lack of respect for the field of education, workload, pay structure.
East Central	Unit	Rural	Lack of respect from community
West Central	Unit	Town	Location
West Central	Unit	Rural	Location, community perception of public education, salaries
Suburban Cook	Elementary	Suburb	Low pay
West Central	Unit	Rural	Low pay, poor retirement for Tier II employees, perception is a non-respected profession, simple lack of interest in young people to become teachers.
East Central	Unit	Town	Manipulating the pension system. Tier 2 modifications have removed the incentive to remain in the profession.
Southwest	Unit	Suburb	Many of the above options for causes would be inferences not facts based on any exit survey. We did not lose anyone other than scheduled retirement.
Northeast	Elementary	Suburb	Maternity situations, wanting more time with their infant children
Northwest	Elementary	Town	More than anything, the primary cause is a result of a decline in the number of university graduates with a teaching degree.
East Central	Unit	Rural	Mostly, I believe the media and politicians have created a negative climate for teachers. Teachers are afraid to talk to parents, who are often rude and disrespectful. Pay must increase, especially for those Tier II employees who do not have an adequate pension program.
Northwest	Unit	Rural	No additional comments
East Central	Unit	Town	No comment
Southeast	Unit	Town	No Spanish Teacher or English Teacher
Northeast	Elementary	Suburb	Nonqualified people applying
Northwest	Unit	Rural	Not enough money
Northeast	Elementary	Suburb	Not enough people going into the teaching field
West Central	Unit	Rural	One-third of our teachers that left the district moved out of state and got teaching jobs immediately.
Suburban Cook	Elementary	Suburb	Other Districts offering more money to our staff.
Southeast	Elementary	Town	Our shortages seem to be caused by other higher paying districts taking our employees and by a lack of qualified applicants which seems to be a direct result of people not wanting to enter the field of education. Many parents are hard to deal with, discipline is restricted, mandates are crushing and the retirement age for Tier II Teachers is too high.
Suburban Cook	Elementary	Suburb	Pay is too low for teachers
Southeast	Elementary	Town	People are not going into education because they are not going to work as a teacher until they are 67 when they can retire in a regular job at 62-65 years old. TRS retirement next to change
East Central	Unit	Rural	Public perception of educators and ISBE political agendas has had a negative impact.
East Central	Elementary	Rural	Public perception of educators and the change in the pension plan are big.

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Northwest	High School	Suburb	Respect for the position has diminished greatly. Tier 2 pension is inadequate and cannot compete with other fields.
Southeast	Elementary	Rural	Retirement Non-renewal
Southwest	Unit	Suburb	Retirement, change in the profession (nonteaching), and hard -to-fill areas in math, special education, science, and foreign languages.
East Central	Unit	Rural	Rural district
Suburban Cook	Elementary	Suburb	See earlier comment. Public discourse cannot bash the profession for a decade, and underpay the profession endemically, then put it in the pressure cooker of COVID and expect people to want to teach.
East Central	Unit	City	Shortage of college graduates with teaching credentials. Reduced number of University/ College Education Career fairs. The state licensure system needs to be more user-friendly for out-of-state applicants and non-traditional students.
West Central	Elementary	Rural	Small, rural district. It is hard to keep pretty much anybody.
Suburban Cook	Elementary	Suburb	Some teachers moved out of state.
Suburban Cook	Unit	Suburb	Staff are leaving the field of education to find remote work outside of being an educator.
Northeast	Elementary	Suburb	Student behavior and the lack of support from some parents AND social media posts from parents and students have changed the tone of schools. We cannot continue to spend our days policing the fallout from a social media post.
Southeast	Elementary	Rural	Teacher burnout with student behavior and families respect is mostly what we hear.
Suburban Cook	High School	Suburb	Teacher Strike
Northwest	Unit	Rural	Teachers having to take on roles that used to be associated with the family is a significant strain on teachers. Personal philosophies that do not align with the State's mandates have pushed teachers out of the profession or to a neighboring state that does not have the same views.
Southeast	Elementary	Rural	Teachers only leave our district for more money and insurance
West Central	Unit	Rural	Teaching English is a demanding job accompanied by extreme politicization of books & discussion issues that were previously accepted as normal democratic discourse.
East Central	Elementary	Rural	The behavior of students and parents has caused many teachers to leave the profession. Teachers with skills can leave the profession and earn more without frustration and lack of respect.
West Central	Unit	Rural	The causes are a perfect storm.
East Central	Unit	Rural	The causes for educator shortages are not specific to one district - current graduates / college students are looking for things that education cannot provide (In current structure) such as flexible workdays / conditions. Pay is also a factor when trying to get individuals into the profession. Additionally, parents / community pressures are more challenging than ever before.
Suburban Cook	Elementary	Suburb	The compensation system and competition
Southwest	Unit	Town	The district has difficulty meeting the salary/benefit packages available to non-certified staff (primarily custodial/maintenance) and school service personnel (nurses and social workers) in the open market. The overall shortage of educators is due to poor state policies.
Southwest	Unit	Town	The General Assembly, ISBE, and the State of Illinois.

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Northwest	Elementary	Suburb	The lack of community support, student behaviors, health risk, all contribute to why teachers are burnt out of leaving the profession.
Southwest	Unit	Town	The major cause of educator shortage we are seeing is that these individuals can make far more money working outside of the field of education. We've also seen severe burn out from staff after the previous two years dealing with COVID.
Southeast	Unit	Rural	The pension change is huge for the new teachers in our building. Even though we have increased wages it is not on par to private sector, and we use to be able to say retirement is good, now it is not. Teachers want to teach reading, writing, math, history, PE, not politics or inappropriate materials or be forced to "do" things against religious beliefs.
West Central	Unit	Rural	The political climate of the community, and that of elected official (local, state, and federal) are making education a field one which young people do not want to enter.
Northwest	Elementary	Rural	The political policy ramifications at the state and federal levels are coming into conflict with the deeply held religious beliefs of many in the teaching field at the local level. It has been my experience that the best teachers have been those who have a strong connection with their own families, their church, and their community outside of the school. They then bring that positive commitment to others into their classrooms and are not only instructing on the same virtues and reinforcing those ideas in the curriculum, but then translating that into their own actions in the community, becoming a living example to their students and the parents in the community of what it means to be a responsible and caring member of society. Our current political environment is tearing down that concept by changing the definitions of what family is, what is legal and illegal, what is ethical and unethical, and by forcing alternative ideologies into the classroom. These ideologies come in direct conflict with the aforementioned teacher's beliefs, and on top of that, the teacher has direct experience in seeing what alternative ideologies look like in real world application, and how devastating they are to the children they teach every day. Government and politics should be limited, and not forced into every single classroom and every conversation at every board meeting. But our current situation is forcing these impossible debates at the local level for schools, parents, and boards around the country, leaving everyone angry and confused. This is why it is hard to get anyone to want to be in education right now. It is safer and likely more financially beneficial for people to go into the private sector. Educators are smart, and they weigh their options carefully, making the decision that seems best for their own families. Right now, that decision seems to be to walk away from education for many, at least until things stabilize.
Suburban Cook	Elementary	Suburb	the political views of too many people are being ridiculed. Many teachers are either being silent, or do not want to confront others, because of a fear to be labeled somehow - (virtually anything "phobic" i.e. - LGBTQIA + phobic, trans phobic, racist, anti-equity, Marxist, fascist, extreme right, extreme left).
Suburban Cook	Elementary	Suburb	The positions we added using ESSER funds were only added with the understanding that we could absorb them in the budget and sustain them with district funding moving forward.
West Central	Unit	Town	The requirements to become a teacher continue to be too rigorous and do not lead to more and/or better qualified teachers.

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Suburban Cook	Elementary	Suburb	The retirement benefits within education used to offset lower salaries and life-time earnings for many. That is no longer the case.
East Central	Unit	Rural	The role of educators has shifted dramatically. The use of education as a political pawn has soured many and the lack of support from home is dramatically impacting attitudes and beliefs of staff. Finally, the increasing demands of the mental state of our kids is wearing staff out.
Northwest	Elementary	Town	The SEVERE social and emotional needs stemming from trauma is leading to SEVERE behavioral issues. Kids are also very developmentally behind (many are not potty trained in kindergarten). We've never observed that until this year unless they already had an IEP.
Northwest	Elementary	Suburb	The significant behavior issues and lack of parental support have taken a huge toll. Many parents do not want to take accountability for the actions of their child.
Southeast	Elementary	Rural	The work an educator does well past the last bell is rarely recognized! INSURANCE!!! Availability of jobs everywhere.
Southeast	Unit	Rural	The worry of active shooter situations and the killing of innocent lives.
Northwest	Unit	Suburb	There is a myriad of reasons for the shortage. Some include the cost of education and student loan debt, low pay, better opportunities outside public schools, and the socio/political climate.
East Central	Unit	Town	There are fewer teaching candidates, so we are all "stealing" from each other
Southwest	High School	Suburb	There are less students entering the educational field which contributes to the lack of candidates for openings.
Southwest	Unit	Suburb	There are some causes to the teacher shortages that are universal to all Illinois schools, ISBE. poor policy and planning by successive leadership at ISBE has led Illinois to its current state. The pandemic has exacerbated the shortage but, even with put the pandemic, Illinois schools would have been screwed.
Northeast	Unit	Suburb	There simply are not enough people to fill all the positions available.
East Central	High School	Rural	Tier II Pension system
Northwest	High School	Town	Tier II Retirement in Illinois Negative politics impacting public education across the country
West Central	Elementary	Suburb	Tier II TRS is a major factor in causing teaching to be a less attractive vocation.
Suburban Cook	Elementary	Suburb	Tier II/III pensions are a long-term issue that makes the professional much less attractive. It is my hope legislators will revisit the pension issue and create the best system in the nation in an effort to attract teachers. Additionally, the number of mandates from ISBE make teaching more challenging than it needs to be.
Southeast	Elementary	Rural	Too much red tape to jump through to become a teacher. Small districts cannot compete with large district budgets and how they pay their staff. Insurance costs are becoming an issue for all staff. It is too high for small districts that cannot afford to pay for their people. Large districts have more room to absorb this cost. You want to make an impact on teachers, pay their family insurance. You will have people come back as this would be a huge benefit to them.
Northwest	Elementary	Rural	Too many "educational" mandates have been handed down by the General Assembly and signed by various governors over the last 20 years. Teachers feel less respected, micro-managed, and view their curricular content has become a political football for whichever special interest groups are perceived as being the most crucial in garnering votes for the next election cycle. Our children's classrooms are being used for political indoctrination, and it is distasteful and unappealing. It has driven experienced teachers out of the profession,

Appendices: Superintendent Comments: Causes for Educator Shortages

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
			and it has discouraged young people who have seen their former teaching heroes depart from the classroom. The political elite seem to have no clue how much damage they have done. This is most unfortunate because these deadly wounds have been self-inflicted by the elite group that has held power over Springfield for the last 20 years.
Suburban Cook	High School	Suburb	TRS - Tier II requires educators to work until they are 67 years old with a capped annuity. This is not appealing to college students, even for those passionate about education.
East Central	Unit	Rural	TRS and PENSION shift to Tier II has had the most damaging effect on our profession, followed by a close second to the negative political discourse and lack of respect for the profession by parents, community members, and today's local and state leaders.
Northwest	Unit	Rural	Two-tiered retirement system.
West Central	Unit	Suburb	Unions relations with administration and rhetoric being based to union leadership by national unions. Continuous negative media coverage of public education
Southeast	Unit	Town	Universities charge too much for teachers. Teachers should be prepared at junior colleges and student teaching.
Southeast	Elementary	Rural	Very limited desire to put in the work necessary to create a high-quality educational environment/experience for students and families.
West Central	Unit	Rural	We are lacking students going into education.
West Central	Elementary	Rural	We are located on the border between Illinois and Iowa. Teachers in Iowa are better paid. We lose educators to Iowa each year.
Southwest	Unit	Rural	We cannot compete with larger districts salary wise.
Northeast	Elementary	Rural	We do not currently have an educator shortage in our district due to our small size.
Southeast	Elementary	Town	We had 1 teacher retire who also served as the school bus driver; henceforth, 2 positions became vacant.
Southeast	Unit	Town	We have had several good educators leave the professional altogether. It all boils down to money. We have to be able to pay teachers competitively compared to other professions with bachelors and masters. The tier 2 retirement system has to change.
Suburban Cook	Elementary	Suburb	We need more money to make the field more attractive. EBF does not work if a district is underfunded. Also, with declining enrollment, we will see less money however, the needs are the same.
Southeast	Unit	Rural	We need to be more positive about our great profession and not recommend our young students not go into teaching. What we do "makes a difference each and every day" - that should be our calling and message!!!
Southwest	Unit	Town	Work demands Lower pay than other professions

Appendices: Superintendent Comments: Superintendent Suggested Solutions

SUPERINTENDENT SUGGESTED SOLUTIONS

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Elementary	Suburb	1.) Eliminate Tier 2 TRS and reinstate all to Tier 1; OR provide funding to significantly increase teacher and administrator salaries. 2.) Increase paid planning time for teachers, how many professional jobs require "on stage" equivalent performance for the majority of one's workday? Traditional teaching schedules lead to rapid burnout.
Suburban Cook	Elementary	Suburb	A huge benefit to teaching in Illinois is TRS, but the Tier 2 benefits are greatly diminished when compared to Tier 1. I know Tier 1 is not sustainable, but there has to be a happy medium. People will accept below-market wages if the promise of a strong pension is there. Right now, Tier 2 is not a strong enough incentive. We also need to re-define what schools are- and are not- responsible for when it comes to our youth. Far too often these days the finger is pointed at the education system when it needs to be directed elsewhere. Our educators need to feel respected in ways outside of compensation. No one enters this profession to make a ton of money, but the lack of respect for the profession as a whole need to change.
Northwest	Unit	Rural	A retired teacher should automatically be given a sub certificate with the only requirement being a background check.
Southeast	Elementary	Rural	Additional funding and grant opportunities for schools performing at or above average state levels should be available to help with teacher and paraprofessional compensation and to provide extra academic opportunities for students. ESSER III funding totaled approximately \$83K in our district, which is very minimal when compared to surrounding districts. Federal Title grants (I, IIA and IV) have totaled approximately \$2K the last few years. This meager amount of extra funding makes it impossible to add sustainable compensation to staff.
Northeast	Unit	Town	Allow educators to make decisions with education. Schools have become far too political and are thrown in the middle of every situation between government and citizens without a voice.
West Central	Unit	Town	Allow more alternative licensure opportunities.
Southeast	Unit	Rural	Allow teachers to have a livable wage. Again, in rural Illinois our teachers will make \$40,000. To pay a student loan and try to make a living is hard. something has to give and right now it is people leaving the profession in droves. Aides are upset that McDonalds workers are being paid more than them and teachers are discouraged, because most professions make more than them. I have a sister with an RN degree (2 years of schooling) going to make over \$100,000. Teachers who put in more years of college make considerably less. Sooner rather than later we will not have enough staff to support schools. We need to act sooner rather than later with solutions. One easy one is having Illinois Higher ed compete with out of state schools that get people in the teaching profession in a short period of time. It makes no sense that we are sending money to out of state schools to have people get teaching licenses. This should be done here in Illinois.
Suburban Cook	High School	City	Allowing more work experience and job training for licensure beyond provisional. Investing in district grow your own programs from middle school to high school to partner universities and colleges. Investments in educating students of color about the benefits and pathways for becoming an educator.

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Elementary	City	Although I completely understand why the state and the nation are lowering standards to put people in the classroom as educators, it is not helping our profession in the long run. I understand we have to have warm bodies in the classroom in order for students to be in school so their parents can go to work. I have had to do that in my district. However, the quality of education is going to continue to diminish with this approach along with public perception of teachers. My suggestion to have respect and exceptionalism in the classroom is to start with the universities. If universities have stringent guidelines on who is able to enter their education programs including high GPA's the quality of teachers will go up. In turn districts need the funding to offer salaries that justify the standards of the universities. Highly paid teaching positions in line with other highly respected careers creates a desirable career choice for future educators. If the message being sent by the state and universities is that anyone can teach because we have to fill classrooms, and the pay will never be competitive, then we will continue to see the teacher shortage worsen.
Suburban Cook	Elementary	Suburb	Although this may sound counterproductive, we need to lower the standards and requirements for the support positions especially (social workers, speech path). We also need to cut down on the paperwork aspect of licensing and PD. I believe teachers and administrators would attend more PD if it wasn't tied to academy credits, etc.
Southwest	Unit	Suburb	An increase in salaries would, I believe, have a positive impact on recruitment and retention.
Northeast	Elementary	Town	As a leader in a small school district, it is already challenging to staff our small schools. Perhaps more funding for smaller schools would help to assist in competing with schools with more resources available. The ESSR funding really helped our schools stay competitive and I fear next year we will be in a much bigger crisis with shortages.
Northeast	Elementary	Rural	As a state, we need to value education more. For rural schools that are not near college campuses, we receive student teaching placements because candidates are from the area because of a partnership with ISU. The state should look at equity funding for teacher salaries (or administrator salaries). EBF is not helping districts recruit more teachers because as a poor rural school, we need that funding along with tax dollars to fund 80% of our budget (the remaining is from grants). Our county needs a functioning special education cooperative in order to help balance special education costs, as well.
West Central	Elementary	Rural	As long as school funding is tied to property taxes, school resources will be inequitable. You cannot compare Chicago suburb resources to rural or urban Illinois. Well, you can, but it will be ugly.
Southeast	Unit	Rural	As stated earlier let's get back to educating students on reading, writing, math, core subjects, PE for healthy benefits. Make retirement beneficial to lower wages. I have hired non-certified staff and paid them until received degrees then lose them to the larger district.
Suburban Cook	High School	Suburb	As teachers become less available, the quality of teacher decreases. However, the state requirements for reporting and performance continue to increase. Therefore, pressure to perform with less exacerbates the problem for all involved.

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Elementary	Suburb	Better compensation for those working in public education. Public schools and secondary education institutes also need to work harder on communicating to high school students the benefits of working in public education. Finally, a more seamless process of alternative certification would be helpful.
Northwest	Unit	Rural	Better media portrayal of the profession Improved TIER II TRS benefits
Southwest	Unit	Rural	Bring back TRS Tier 1 for all educators. Springfield needs to treat the profession with some dignity. Laws and policies need to force accountability on parents and students. Educators are held to accountability standards that are continually increases as the requirement to be a parent or student is decreasing.
Suburban Cook	Elementary	Suburb	Building the school-to-teaching pipeline is critical.
Southwest	Elementary	Suburb	Change the process to get into a teacher ed program and then make the TRS package/incentive worth working towards.
West Central	Unit	Town	Change the requirements necessary to become a teacher in Illinois.
Suburban Cook	Elementary	Suburb	Change the Tier II/III pensions back to make everyone minimally Tier I. Expand options for people to retire earlier (e.g., Rule of 80), and market compensation and pension information aggressively throughout the country.
Southeast	Unit	Suburb	Clean up licensing issues. Too many licenses that create positions that are hard to fill due to not having a specific license e.g., Middle school Eliminate red tape - a more rigorous process does not create better teachers. It eliminates people who would consider a career in education.
Southeast	Parochial		Colleges have got to start graduating more new teachers. We must encourage high school students to go into teacher. I'd suggest some type of financial incentives. My district has been forced to offer \$3,000 sign on bonus just to hire a non-qualified teacher who has the ability to get certified online.
Northwest	Elementary	Town	Completion of the skills test, especially math, for early childhood educators is extremely demanding. We are losing quality teachers due to this standard. Most impactful, these specific staff are those needed for SPED and ESL. Waive the standard of the test completion, and as an alternative require the staff member to complete a mentoring programming with the district until test is successfully completed.
West Central	Unit	Rural	Consider additional reciprocity with states and teacher licenses. Illinois Licenses will transfer to most other states, but that is not the case coming into Illinois.
Suburban Cook	Elementary	Suburb	Considerations to increase the number of days a retired teacher, special education and support staff is made available to district without TRS penalties.
Northeast	Elementary	Suburb	Continue grow your own programs, provide more funding to schools to allow for more assistants or co-taught classes due to the level of students experiencing trauma.
Suburban Cook	High School	Suburb	Continue PARA to PEL opportunities
Suburban Cook	Elementary	Suburb	Continue to equitably fund educators and fund prospective teacher candidates in coursework leading to a PEL; continue providing ESSER funding beyond 2024
Southeast	Unit	Town	Continue to increase the number of days a substitute can sub and continue to allow districts to hire back retired teachers.
East Central	Unit	Rural	Continue to lift TRS restrictions on retired teachers

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Elementary	Suburb	Continue to make it easier for a substitute to work in schools.
Northeast	Unit	Suburb	Continue to support strategies of growing our own staff. continue to support efforts to elevate the conversation around public education Don't water down standards, help people meet the expectations.
Northeast	High School	Suburb	Continued communication between the community colleges and HS districts to ensure students are benefitting from the dual credit possibilities that exist.
Northwest	Elementary	Suburb	Continuing to support and partner with ALL districts in Illinois. We need personnel to keep our doors open. In order for us to do that we have to listen to the Administrators in the chair that see firsthand what the challenges are.
Northwest	Elementary	Rural	Dear General Assembly: Please STOP passing new or additional "required" units of instruction to please special interest groups. Our mandated units of study are ridiculous at best and, in some cases, downright unethical and unfounded in sound pedagogy at worst. STOP micro-managing public education. Professional educators and school boards exist for a reason. Let local democracy work, please.
Northwest	Elementary	Rural	decrease teacher workload, simplify evaluation process, glorify teachers instead of using them as political pawns
Southeast	Unit	Rural	Decrease the amount of red tape to obtaining a PEL.
Suburban Cook	Elementary	Suburb	Decrease the overload of mandates and legislation that makes it difficult for educators to do their jobs.
Southeast	Unit	Rural	Develop a budget for safe schools adding Police SROs to school districts. And provide funding for other safety devices. Teaching staff should be supported by state of Illinois by supporting discipline procedures which protect teachers and all students from dangerous students.
West Central	Unit	Suburb	Develop an alternative pathway for special services support staff to get licensure for teaching, especially at the elementary level. You could structure it to the licensure the is used with CTE teachers that come out of the business/labor market to become teachers.
Southeast	Elementary	Rural	Do not lower licensure or pathway to licensure standards significantly. The continuation of the current EBFM is critically important for rural public-school districts to adequately pay both certified and non-certified staff - critical.
Northeast	High School	Suburb	Drop Tier II from TRS. Make ALL educators Tier I. The teacher unions have too great of an influence on the direction of public education. This turns off about 50% of the population to the profession.
Suburban Cook	Elementary	Suburb	Ease certification programs for new teachers.
Northeast	Elementary	Rural	EBF does not greatly impact school districts of under 100 students. The minimal amount allotted to school districts for part time teachers does not allow districts to remain competitive with larger districts.
East Central	Elementary	Rural	EBF funds can be used to hire more support staff, but they are simply not out there.
West Central	Unit	Town	Education needs to be restored as an attractive career choice. Roadblocks: Tier 2 has driven many away from and out of the profession. It is a significant roadblock in Illinois. Societal views of education have become very negative. (Political football) The discourse around education must change.
West Central	High School	Town	Education will continue to be a campaign issue as we get closer to mid-terms and the next presidential election. Between book bans, CRT, transgender issues, etc. school leaders and teachers are burning out and

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
			hesitant to enter the field. Our jobs are hard enough without being on the front lines of the culture wars. If we could not pass any more laws that would add additional fuel to the fire, that would be great. Between the new sex ed. standards, the survey that was going to be required for schools to send out regarding a student's gender and sexual preferences, etc. it seems like the state is lobbing political grenades into our communities.
Southeast	Elementary	Rural	Educators feel they are underpaid for the work they do. Increased funding so that schools are able to increase salaries. Professional development funds for teachers to gain strategies for the needs they have today in the classrooms.
Suburban Cook	Elementary	Suburb	Either salaries need to significantly increase within education, or the Teacher's Retirement System needs to become more competitive for Tier II teachers.
East Central	Unit	Rural	Eliminate EdTPA. Allow districts to work with ROE's for hiring temporary staff with provisional exceptions for those without a PEL but working towards one. Bus driver shortage is at an alarming level. Requirements are too stringent for the hourly wage to support.
West Central	Unit	Rural	Eliminate property and income taxes for those in a certified educational role
East Central	Unit	Suburb	Eliminate separate middle school endorsement...go back to the days where you can easily get the middle school endorsement while possessing the elementary or secondary endorsement. Allow teachers with an elementary PEL to teach kindergarten.
Southwest	Unit	Rural	Eliminate the bureaucratic red tape that prohibits highly qualified candidates from working in schools for less money (drivers, nurses, social workers, etc.)
Northwest	High School	Rural	Eliminate the new bus driving requirements as well as address the DOT/Sec of State's failure rates at their offices. It is laughable that a retired teacher of ours had to go to the DMV 6 times in Princeton, Illinois to pass the bus driver's exam.
Southwest	Unit	Suburb	Eliminate Tier 2
Northwest	High School	Town	Eliminate Tier II and fully fund TRS
Southeast	Unit	Rural	Ensure that funding for all school districts is enough that larger school districts do is not competitive edge in terms of compensation. They continue to be able to offer \$10,000 to \$20,000 more a year to educators then we can. If we tried to pay the same amount, we would not be able to support that financially. All the staff members that left this year left to go to bigger local school districts for more pay.
Northeast	Elementary	Suburb	Financially incentivize students to enter the field in college. Waive tuition or reimbursement upon completion of degree. Drop unnecessary testing and artificial limitations keeping kids from getting into the degree program. Too many gatekeepers keep "average" students out of the profession. Some "average" students become amazing teachers because they can relate to kids that also struggle.
West Central	Unit	Rural	Find a way to stop the negative narrative? Remove the political influence from education?
Northeast	Elementary	Suburb	Find ways to reduce mandates that put more work on teacher's plates, increase the rigor for teacher preparation programs and offer tuition waivers or loan forgiveness for those going into the field, create networks to connect candidates with school communities.
Southeast	Elementary	Rural	Fix the retirement age. Find funds to pay teachers as professionals.

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Unit	Town	Fix Tier 2 and Tier 3
East Central	High School	Rural	Fix Tier II retirement age is two high
Suburban Cook	Elementary	Suburb	Free college for teacher candidates.
Northwest	Unit	Rural	Fully funding the retirement system would be incredibly beneficial. The constant threat or image of the threat of the retirement system not being there scares potential teachers away from Illinois or the profession.
Suburban Cook	Elementary	Suburb	Funding is the key. Young people are keenly aware of the tiers in retirement and hesitant to commit to a career with a sketchy (at best) retirement structure and an inequitable cap on their earnings.
East Central	High School	Town	Get rid of or change Tier II for TRS. That is a HUGE issue for our younger teachers and leaving education. We need more money to pay teachers a greater salary due to increased inflation. Get rid of EdTPA requirement Continue to make it easier for teachers from out of state to obtain an Illinois license
East Central	Unit	Town	Get rid of politics in Education. Stop pushing liberal ideology at educators and students. Sexual Education standards and Critical Race Theory will be the end of the conservative educator. Education involves politics as a discussion point, not politics dictating our curriculum.
Southeast	Unit	Town	Get rid of the tests. Or make the test free. Pay student teachers to teach. Offer more scholarships. Make communication easier. Get rid of parapro testing too.
West Central	Unit	Rural	Get rid of Tier II Retirement and put everyone back on Tier I.
Southwest	Unit	Rural	Give students who want to be teachers free in-state college tuition.
Suburban Cook	Elementary	Suburb	Given the unique times of staffing shortages, we seek to offer creative solutions to fill the open TA/paraprofessional positions. Challenge? Our union is a combo of teachers & TAs, so we are seeking to bargain only one point of the larger contract. We are not sure yet if this will be able to proceed. It is a work in progress.
Northwest	Elementary	Town	Go back to the previous certification areas K-9 and 6-12.
Southeast	Elementary	Rural	Has anyone asked if the increased retirement age for educators has deterred some from entering education?
West Central	Unit	Rural	Have a set program through the ROE/college so people can become a certified teacher. Have cohorts so they can do it together in a years' time but be able to work in the field until completed without all of the hoops to jump through. We are losing people that would make great teachers if it was not so hard to get the certificate. Schools are doing their best to fill classrooms, but the state has too many hoops. This gets frustrating when you are doing your best and all you get is more emails that your stuff isn't done. It is because we are trying to run our building and communities and figure out ways to educate kids. We spend most of our time giving information that the state already has. It is very hard to have a work life balance that they also preach to us. Something has to give, or the superintendency will also be in a shortage, we no longer educate kids we provide data to the state that has already been submitted or is in SDS that should be able to be pulled.
Suburban Cook	Elementary	Suburb	Have the state fund our facility needs and upgrade to safety instead of asking taxpayers to make a choice over safety or improved staff ratios
Suburban Cook	Unit	Suburb	having a contract commitment for teaching staff so they are committed for the school year and can't give their 2-week notice

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Unit	Town	Help schools move off the traditional agrarian calendar.
West Central	Unit	Town	How about reduce the villainization of educators in the press, maintain a quality retirement system, support staff through worthy professional development and stop the mandates (Transparency and accountability begin at the local level)
West Central	Unit	Rural	I am not sold that a bachelor's degree is a solid qualification to be a substitute teacher. I also do not think an exam is a solid qualifier as well. There are many people in our community who would, in my opinion (a 20-year educator) be fantastic subs but do not have a bachelor's degree. Also, as educators, we know an exam (one exam) is not a predictor of success. More local input on substitute qualifications would ease this burden tremendously.
Northeast	Elementary	Suburb	I believe it is a multi-faceted issue: 1. Money. 2. Workload. 3. Stress, 4. Respect for educators. 5. Political environment. Young college grads can earn significantly more money, have less stress in a respected field that is not under political pressure. The first step would be to increase pay, so it is more attractive.
Northeast	Elementary	Suburb	I believe my district has the second lowest salary schedule in Lake County. EBF has been invaluable, and we absolutely utilize the money to help our system function. If EBF were fully funded (or more funded), every dollar would help.
Northwest	Unit	Suburb	I believe that the state should not have made a tier 3 for teachers. It is very difficult to talk to students about becoming teachers with the lack of a good retirement program for them. Work with the state to return teachers to a retirement that will keep them in the profession.
Northeast	Elementary	Suburb	I believe there is a problem with respect towards educators. 1. The lack of respect makes the profession seem lesser-than. 2. The lack of respect makes communities not want to raise taxes for competitive salaries. 3. The lack of respect from the private sector over the TRS program - years of being in the red on that account called for the Tier 2 retirement program - this scares people away. People will not enter this profession, which takes considerable criticism, without any type of monetary incentive either in the present or with a pension.
Northwest	Unit	Rural	I believe we need to know how a grow your own program would work and who could we model after.
Southeast	Elementary	Town	I can assure you; the teacher shortage is not just about money or compensation. Pay and retirement are 2 major issues, but it is the educational environment in Illinois that is turning people away from the profession. Teachers feel that they have no control over discipline and many parents are simply overbearing and teacher's feel underappreciated and overworked.
Southwest	Unit	Rural	I don't know how to counteract safety fears, low pay, and lack of public respect for the profession. Maybe one way to help would be to get state and federal government to stop adding more responsibilities to schools and teachers.
Southwest	Elementary	Suburb	I feel our biggest need is bus drivers. Maintaining safety, make obtaining a license easier.
East Central	Unit	Rural	I feel we need to promote and value educators in the media. And then we need to follow-through with compensation. We also need to lessen the stringent requirements in the education world. Stop passing unfunded mandates and requiring more and more work from teachers and other educators. Some of these positions are getting to be impossible.

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
Northwest	Unit	Rural	I sometimes wonder if it is the amount of pay for educators across the nation. Even with incremental raises, it doesn't appear to motivate teachers to stay in the profession.
Southeast	Unit	Town	I think extending the number of days to 170 that retired educators can work would have the most significant short-term benefit on the shortage. The other strategies are going to take longer to take effect.
Suburban Cook	Elementary	Suburb	I think many educators are uncertain whether the funding for pensions will cease. It brings anxiety and an unwillingness to stay in the State. It is also a political state. I think some of the ideas, like grants/scholarships that have already been brought up in this survey would be helpful.
Suburban Cook	High School	Suburb	I think overall that education as a career is perceived as low paying and stressful. That perception needs to change.
Northwest	Unit	Rural	I think reducing the requirements is ineffective and leaves districts with people who are not able to handle the job. This creates more work for everyone and still does not benefit the students.
Suburban Cook	Elementary	Suburb	I think the federal government needs to provide more funds to support teacher's salaries.
Southeast	Elementary	Rural	I think the focus has to be on new educators going in the field of education. If you could provide more scholarship money for these programs, I feel like more would do it. My son is considering education, any extra incentive would help.
East Central	Unit	Rural	I think the only given is money unless you can do something about the overall attitude toward public schools. Adding more scholarships for students to attend college to become teachers would be helpful. You can't graduate \$100,000 in debt and come out to a \$40,000 job.
Southwest	Elementary	Suburb	I think we can improve on making it easier to get into our great profession. Having reciprocity now greatly helps recruit from neighboring states. We need to change the requirements for substitute teachers. Missouri requirements are hard to compete with for subs. More funding for title one schools; consider bringing back school improvement grants.
Northeast	Elementary	Suburb	I wish I did. However, given the political nature of schools today and the unrealistic expectations placed on today's educators, there is no incentive to attract young people to the education field. It is a thankless job.
East Central	Elementary	Rural	I'll pose the following: 1. Why teach when we can't discipline students anymore? There's no accountability for students' actions anymore. 2. I want to work for \$40,000 a year with student debt? Yet, I can get a job at Wal-Mart making \$18-22 per hour with benefits. 3. Do we really get to teach Science, Social Studies, Math, Language Arts, etc. anymore? Or are we pushed by political agendas in society?
East Central	Unit	Rural	Illinois needs to promote from within. Educators are the best salesmen for the profession, but because there is so little faith in the State educators are not promoting. The State promotes tourism, politicians promote themselves....make it cool to be a teacher and make it a campaign!
Suburban Cook	Elementary	Suburb	Implement district Grow Your Own Programs and offer tuition reimbursement.
East Central	High School	Town	Improve retirement incentives
Northeast	Elementary	Suburb	Improve the national narrative on teachers and the perception of their worth and importance.
Southwest	High School	Suburb	Improve the retirement model for education - 30 years for full retirement benefits.

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
West Central	Unit	Suburb	In my opinion, the two primary reasons why there is a staff shortage are the scrutiny placed on education and educators in the media and social media and the workload for teachers, resulting in stress and pressure. Until these two issues are resolved, there will continue to be an educator shortage, unless compensation significantly increases.
West Central	Unit	Rural	In my view, we can do 2 things. 1. TRS adjustments. The job is more demanding than it's ever been. We have to decrease the service time requirements & increase retirement benefits. 2. We have to generate more public positive support for educators. Negativity toward public education & the intensity with which it is expressed is at an all-time high.
Northeast	Elementary	City	In order to not be short staffed, we increased salaries and benefits of our teachers. We also continue to find ways to appreciate them and show respect to them as professionals. Our work culture matters.
Northeast	Elementary	Suburb	incentivize people to go into the profession and positions of shortage by either providing scholarships to cover tuition costs in education programs and/or salary bumps once they have entered the profession
Suburban Cook	Elementary	Suburb	Increase compensation, provide greater social and emotional support for our educators, eliminate student loans
Suburban Cook	High School	Suburb	Increase faculty and staff salaries.
Southeast	Elementary	Rural	Increase funding to ASAP to get district to their Adequacy Targets.
Southeast	Elementary	Rural	Increase incentives to go into the profession and provided quality mentorship programs to help new teachers become solid educators.
East Central	Unit	Rural	Increase middle of the road pay - the teachers getting to year 20 that wish to bail
Southwest	Unit	Town	Increase opportunities for mid-career (college educated) individuals to obtain teacher licensure in their area of expertise.
Suburban Cook	Elementary	Suburb	Increase significantly, compensation for teachers.
Northeast	Elementary	Suburb	Increase starting pay - Tier 2 staff are not as tied into the pension system because of the caps. Not sure what to do about that. Also, educating younger teachers about the meaning of a pension - guaranteed income in retirement. When these teachers are in their mid-20s I do not believe they understand the long-term significance of this benefit.
Northeast	Elementary	Suburb	Increase state funding so that districts can offer higher salaries
West Central	Unit	Town	Increased ability to hire out of state candidates
Northwest	Unit	Rural	Increased compensation and change the retirement system.
East Central	Unit	Rural	Increased efforts on recruiting of future educators early in high school, streamline dual credit pathways for those students while in HS, more college scholarships for those in teacher prep programs, student loan forgiveness for those that commit to teaching at least 4 years after college graduation.
Northeast	Elementary	Suburb	Increased funding to address salaries only.
Northeast	Elementary	Suburb	Increasing funding and flexibility. Focus on supporting staff with challenging situations.
Northwest	Elementary	Rural	Increasing funding for the state's lowest funded school districts. Increasing flexibility of certification so that schools can fill areas of shortage with strong instructional staff. (i.e., An otherwise capable educator could fill a

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
			middle school social studies or ELA position without meeting the clock hours requirement for that middle school area of endorsement).
Northeast	High School	Suburb	Insurance benefits are a major driver. Very costly for districts to continue to pay the majority. Be innovative- can we have a statewide system for anyone employed in public schools to lower costs for public school districts.
Southeast	Unit	Rural	ISBE and Higher Education need to loosen the requirements to get through the Teacher training programs. Going to traditional 4-year institutions is slowly becoming a thing of the past. The majority of all of our teacher candidates now are getting licensed online in other states and then transferring their out of state license to Illinois. ISBE needs to loosen its connection with PEARSON and the testing requirements through them.
Southeast	High School	Rural	ISBE has to think OUTSIDE of the box in order to increase the staffing pool. What they are doing now isn't enough...it's just "feel good" approaches that do little to nothing to actually address the real problem.
Southeast	Unit	City	ISBE needs to revert back to the Type 03 Certificate that was K-9. We, like others, have lost a lot of flexibility with candidates because they have made the certification process more specialized. Also, remove the Middle School endorsement that costs us flexibility. Again, we NEED flexibility!! The certification system wasn't broke until ISBE made it more difficult over the past 20 years.
East Central	Unit	Town	It is going to take MANY initiatives to incrementally change the eroding societal perspective of teachers and the profession, which was only exacerbated by the Pandemic.
West Central	Elementary	Suburb	It is impossible for teachers to work the amount of time projected for Tier II members. The retirement age and years of service should be looked at again.
East Central	Elementary	Rural	It needs to begin at the college level in Illinois. It is easier to get a teaching license online than go to a state school. It has to be less invasive to become a teacher. Get rid of EdTPA, quit charging teaching candidates' money to take tests to become teachers in Illinois.
Northwest	Elementary	Town	It would be VERY helpful if we could get a waiver for a few years on the 6% penalty for going over 6% for raises. The state requires us to pay \$40,000 as a minimum which was impossible to do without risking penalties when we were at \$32,400. We also don't want to be the school that pays the minimum. I believe it would truly help attract and retain if we could pay them more.
Southeast	Elementary	Rural	It would be wonderful to know WHY we are experiencing a shortage, not just an educator shortage, but across the board (includes certified and non-certified staff).
West Central	Unit	Rural	Just as they lowered the age requirement for paras, they need to do the same for bus drivers. I know this is an issue with the Dept. of Transportation and the required age for CDLs, but they have to do something.
West Central	Unit	Town	Lack of pay and lack of respect for the profession has led us to dire situation in the country, not just Illinois. Teachers can't live on their salaries alone. The amount of professional training that it takes to become a teacher does not equal the pay or respect the profession gets. Many of our staff work two jobs to make ends meet.
East Central	Unit	Rural	Less emphasis on state testing, less mandates on teaching content, and revisiting the retirement structure
East Central	Unit	Town	Less unfunded mandates that put unneeded pressure on educators Get politics out of education

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Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
Suburban Cook	Elementary	Suburb	Lessen the qualifications for special educator and ELL teachers. Too many qualifications are making the candidacy pool impossible to fill.
West Central	Unit	Town	Licensure requirements need to change. If someone can teach high school, they have the knowledge to teach middle school. The licensure is too narrow and, in my opinion, only the universities are benefitting from the narrow scope because students need more classes!
Southwest	Unit	Town	Loan forgiveness for graduates who commit to at least 10 years of educational services to Illinois Public School Districts Work with higher education to streamline education licensure
East Central	High School	Town	Local control. Take legislation out so the public perception of education changes. Better pay/compensation and retirement plan or the number of students going into education is never going increase.
Suburban Cook	High School	Suburb	Lower or discount the cost of in-state college/university tuition for students pursuing a teaching degree, especially for Tech, SPED, & ELL Teachers.
West Central	Unit	Rural	Lowering the retirement age for Tier 3 teachers.
Southeast	Unit	Rural	Make a state-wide teacher pay scale, much like minimum wage for the entire state, and then fully fund every school in Illinois so that schools can offer teachers the same rate of pay.
Southwest	Unit	Rural	Make all certificates K-12 or PreK - 12 to help fill positions.
Southeast	Unit	Rural	Make all teachers and future teachers Tier I. Eliminate Tier II and any other erosion of retirement benefits immediately.
Northwest	Unit	Suburb	Make education affordable and reduce student debt burden, increased pay for support staff and non-licensed staff, more partnerships with colleges/universities.
Northwest	Unit	Rural	Make it easier for someone with a bachelor's degree to begin teaching with a provisional license.
East Central	Unit	Town	Make licensure easier to obtain for non-traditional students. Colleges develop programs that allow for paid student teaching positions that last for a full calendar year.
Southeast	Elementary	Rural	Make retirement in Illinois better. Drop the early retirement penalty in TRS and align it with SURS. Number of years x 2.2, no penalty. Why is TRS penalized, and SURS is not? Furthermore, why are there different rules "within" TRS for various groups like TRS employees/ROE Sups?
Northeast	Elementary	Suburb	Make teaching valued by the world, an essential function in creating productive citizens and workers for the work force. Consider the amount of work teachers do to support the development of children and pay them accordingly.
Suburban Cook	Elementary	Suburb	Make the endorsement process easier for teachers to teach at the middle school and high school levels. Reciprocity with all states in the US or its territories. We have a dual language program and if we could hire from Puerto Rico or even other countries that would help with EL
Southeast	Elementary	Town	Make the entrance test and subject area tests reasonable.
West Central	Elementary	Rural	Make the process easier for someone to become a teacher. Less time and less money, less hoops.
Suburban Cook	Elementary	Suburb	Many of the strategies listed in this document may help with retention and recruitment in the future. However, right now, many of them are not effective.

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
Northeast	Elementary	Suburb	Mental Health is not a socio-economic issue. Please stop using poverty counts to distribute federal dollars that can be used for mental health. Just because a district doesn't have high poverty doesn't mean they don't have significant health needs.
Southwest	Unit	Suburb	Mirror CTE licensure with Core subject areas
Northeast	Elementary	Suburb	More difficult to complete with the private marketplace in these times.
Northeast	High School	Suburb	More focus on career changers who want to enter education
Northwest	Unit	Rural	More funding for rural schools.
Northwest	Unit	Rural	More funding in EBF not some many grants with restrictions. Let the schools get what they need.
Northwest	Unit	Town	More money for teachers and staff. Period. They are all severely underpaid for what they do and what they have to put up with.
Northwest	Unit	Suburb	More opportunities for virtual job fairs financial assistance to help paraprofessionals earn their PELs
Southwest	High School	Suburb	More young people need to be encouraged to enter into the teaching field
Northwest	Elementary	Suburb	Move away from the new certification restrictions (PK-2 vs K-6)
Northeast	Elementary	Rural	Move kindergarten teachers from EC back to elementary certification.
Southwest	Unit	Town	Move the retirement age for employees back to the old system where they can work 35 years and receive something like 65% of their salary in the last 10 years (best 4 of last 10). We must help our future generations to want to get into the profession and stay. Making them work until they are 67 is ridiculous!!!
East Central	Unit	Town	Move to a capacity model over a credential model.
West Central	Unit	Town	National and state campaigns to recruit teachers using television and social media platforms. We have bashed education for decades and COVID showed how valuable in person learning is. We need a positive education campaign to fix the damage and encourage people to enter.
Northwest	Unit	Rural	Need to remove as much of the red tape as possible to help people become teachers, paraprofessionals, and bus drivers. Yes, we need qualified people but some of the rules and regs are ridiculous and a hinderance to the schools daily functioning.
Southwest	Unit	Suburb	No easy ones. Work with universities to add teacher education programs in high needs areas.
Suburban Cook	Elementary	Suburb	Offer incentives, grow your own and recruit teachers.
West Central	High School	Suburb	One of the biggest pipelines in encouraging students to become teachers has dried up. Current teachers, instead of encouraging their own children to be teachers, and actively encouraging them NOT to become teachers or to move out of state if they want to teach. We have to somehow address the negative connotation of being a teacher...I'm not sure how to do this. The minimum age for full retirement needs to be reduced from 67 for Tier II employees. I am 56 and could not imagine I'd have the energy to continue to teach/be an admin for 11 more years. 60-62 would be a more reasonable age.
Northwest	Elementary	Town	Other States have programs for individuals who hold a bachelor's degree to start teaching (as a full-time teacher) and finish their PEL in a 2-3-year period. Colorado is one example. My daughter is teaching in Colorado right now and earning her PEL over the next year. Illinois needs to implement a similar program.

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East Central	Unit	Suburb	Paraprofessionals are critical in SPED. They need better compensation as well as a better pathway to obtaining a PEL as an LBS1 via scholarships and access to education while still earning a living wage.
Suburban Cook	Elementary	Suburb	Partner with high schools during a career day and universities for recruiting. More aggressive state-wide incentives to reduce college debt may be helpful and ongoing training.
East Central	Unit	City	Pathways to obtain licensure as a Paraprofessional and Teacher should be less difficult. Individuals with bachelor's degrees are not interesting in jumping through hoops to become certified Teachers.
Southeast	Elementary	Rural	Pay for teacher's family insurance.
Southwest	Unit	Rural	Pay teachers better and also pass more legislation that has their back. As educators we at times feel like we are on an island alone.
Suburban Cook	Elementary	Suburb	People need to want to work again.
Suburban Cook	Elementary	Suburb	PERA/evaluation systems need to be revisited. The process needs to be more collaborative, goal-oriented, and focused on teachers as the leaders and professionals they are, while also maintaining the high expectations we have for the educators that serve our students. As professionals, teachers are regularly reviewing multiple data sources and student work to make decisions about instruction. Building principals and SIP teams are reviewing classroom data with teachers and setting goals based on that data. PERA feels forced and about "checking the box" versus engaging, consistent, and valuable conversations all year about student outcomes. This can easily be reflected in a goal-based evaluation rather than a separate growth component.
Suburban Cook	Elementary	Suburb	Pipeline investments (teacher prep programs, etc.)
Suburban Cook	Elementary	Suburb	Please increase the number of days retired educators can work.
Northeast	Elementary	Rural	Positive campaign to honor teachers.
Southeast	Elementary	Rural	Previously stated
Northeast	Elementary	Suburb	Promote and fund scholarships to high school grads to enter education. Increase funding for TRS to make it more stable and appealing.
Suburban Cook	Elementary	Suburb	Promote teaching in a positive light. Ensure media outlets see the good things about teaching.
East Central	Unit	Town	Provide additional dollars to Tier I and II school districts to recruit and pay student teachers and to pay recruitment and retention bonuses to current staff. Reimburse all tuition if a person becomes licensed and teaches in Illinois for at least five years. Retired teachers that want to teach should be able to work a full school year. A 120 and even a 140 is not enough we are in a crisis.
Southwest	Unit	Suburb	Provide funding for teacher residencies, Grow Your Own program models, and a local community pipeline. Models to support paraprofessionals in obtaining teaching certifications.
Northwest	Unit	Rural	Provide funding to make the teaching career more appealing in opposition to other fields and other states. Stop legislators from adding mandates and removed unfunded mandates. Let the educators educate. Bring respect and prestige to the position that we see in countries outperforming our current educational system.
East Central	Unit	City	Providing the needed supports for people to become certified staff
Northwest	Unit	Rural	Put all teachers in Tier I for TRS

Appendices: Superintendent Comments: Superintendent Suggested Solutions

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West Central	Elementary	Rural	Put retirement age back to 55 and take retirement cap off. Don't make it so impossible that students can't pass the required test. Just because you can pass a test doesn't make you a good teacher. Just because you can't pass test doesn't make you a bad teacher. A lot of smart people can't teach.
Southwest	Unit	Town	Question 19 is hard to answer because the aligned pathways to reach PEL do not exist that are affordable and accessible beyond the Golden Apple Accelerators and our new education pathway, but this will take at least 4 years before they can obtain a PEL.
Southeast	Elementary	Rural	Quit adding more and more responsibilities on teachers and schools. Legislators have lost focus on what an education is with all of the unfunded mandates being handed down year in and year out. Let the parents parent and the teachers teach. Too many mandates written that should not be a part of the educational process. We no longer are able to focus our teaching efforts on reading, writing, and arithmetic. We are being forced to worry about societal issues that do not belong in public education, which is greatly affecting the educational output for our children.
Southeast	Elementary	Rural	QUIT making more laws that choke educators!!!
West Central	Elementary	Rural	Reduce mandates and requirements that are continually and regularly pushed onto local school districts.
West Central	Elementary	Suburb	Reduce some the licensure requirements needed to become a teacher.
Southeast	Unit	Town	Reduce the cost of becoming a teacher.
Southwest	Elementary	Rural	Reduce the number of certification areas. It is stupid to have them broken down in such specific categories. Reduce requirements, at the same time improve teacher prep courses. I could find better teachers in other professions without any formal teacher training. I came out of business and learned more there than I ever learned in my teacher prep classes.
Suburban Cook	Elementary	Suburb	reducing CPDUs and aligning renewal with evaluations would positively impact staffing
East Central	Unit	Rural	Re-evaluate the current pension system in regard to years of service necessary for retirement. This is a major factor in the decision making for people entering the field of education and the retention of young teachers.
Northeast	Elementary	Suburb	Reevaluate the endorsement areas, K-2 and 1-6 greatly restricts grade levels that teachers can work in.
East Central	Unit	Rural	Re-evaluate TRS and funding for the pension system. We need a funding mechanism to increase teacher compensation that does not rely so heavily on increasing property taxes on our citizens.
East Central	Unit	Rural	Remove EDTPA Work with Higher Ed Incentives for new teachers Fix TIER II - retirement age of 67 for a teacher is absurd
Southeast	Elementary	Rural	Representatives from area Teacher Education Programs need to visit high schools more often to create relationships with potential candidates...we need to recruit like university football programs.
East Central	Unit	Rural	Rethink our systems and structures - seat time as a mechanism for earning credit is not sustainable given our current crisis. We have to figure out how to make this profession more appealing to young people which includes funneling more dollars into EBF / fully funding so all schools meet adequacy targets & find ways to make the schedule of an educator (and students) more flexible.
Southeast	Unit	Rural	Retirement age/years of service for new teachers should be looked at again.
Southwest	Unit	Town	Return benefits to educators.

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East Central	Elementary	Rural	Return to Tier I Retirement, since we have seen this loss of teachers since the 'fix' in the TRS
Southeast	Elementary	Rural	Returning to the old licensure system (K-9 certifications)
Northwest	Unit	Town	Revert our current TRS tiered system back to the original version.
Northwest	Unit	Suburb	Review and reduce mandates on educators. Give more local control back to schools, and issue guidelines that are non-binding. In addition, a positive marketing campaign about the role teachers play in our society might help. There is very little "out there" about the positives of being a teacher. In general, public perception of local schools and educators is high but it's not creating an appeal for people to become educators. And, as a 25+ year educator, I know the challenges and burdens placed on educators. It's hard for me to encourage anyone to become an educator knowing that they will be asked to do so many things that are outside of teaching and learning, and then be held accountable for it when they don't do it often without sufficient training. There isn't enough time in undergrad programs to truly train educators to do all that is asked of them.
Southeast	Unit	Rural	Review/revise the Grades 1-6 license to the old K-9 license.
Northeast	Elementary	Suburb	Right now, we need flexibility for filling positions. Requiring someone, who let their teaching license lapse, to renew that license and not let them work under a sub or para certificate - because that is their preference - shouldn't even be a conversation. We need people! It has been easier to hire someone with no experience as a sub than someone who used to have a teaching license.
Southeast	Elementary	Town	Salary and retirement compensation
East Central	Unit	Rural	Scholarships Loans that don't have to be re-paid if they teach
Southeast	Unit	Rural	Sell the profession, pay our teachers, and staff like professionals, and stop having so many mandates. Let us TEACH!!!
Southeast	Unit	Suburb	Significant increase in pay for teachers is needed. Increase teacher workdays from 180 to 200, giving teachers additional time for planning, PD, collaboration, etc..... increase base pay by \$20K
East Central	Unit	Rural	Simplify licensure. Having so many different levels of license and types of endorsements makes it really difficult for small, rural districts to hire teachers that have to teach 7-12th grades.
Suburban Cook	Elementary	Suburb	Some of the programs being offered are not shared with districts like mine. There needs to be a big push on Equity at all levels of government. My district should be well positioned to compete with a more affluent district. Our kids are valuable too and their education should be just as important.
Northwest	Unit	Rural	Start at the college level.
Suburban Cook	Elementary	Suburb	State-wide student loan incentives/loan forgiveness or free tuition for those attending universities to become a licensed teacher Additional funding to support salary/benefits for teachers Remove threat of pension cost -shift on districts
East Central	Elementary	Rural	Stealing teachers from other districts is not the answer. However, I do not want to hold a teacher up from bettering their family.
Northeast	Elementary	Suburb	Stop adding unfunded mandates. Stop adding mandated curriculum. Trust that your local schools are doing their jobs. Restore retirement benefits for the tier 2 employees.
Northwest	Unit	Town	Stop passing along mandates that take educators away from the true (ILS) teaching that needs to be done.

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Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
Southeast	High School	Town	Stop the on-going annual addition of unfunded mandates (curricular and operational). Continue to increase funding to entice students to enter the profession. Allow more local control so schools aren't caught in the political crosshairs constantly and could develop programs and practices that better align with the communities and people who support them.
Southwest	Unit	Suburb	STOP trying to figure it out. Remove the certification requirement and let us hire the best people.
Suburban Cook	Elementary	Suburb	Stronger partnerships with colleges and universities, similar to the old DePaul Clinical Model might be of value.
West Central	Unit	Rural	Supplement salaries for small districts who cannot compete with larger districts or those offering post COVID incentives. Make the profession valued - including monetarily.
West Central	Unit	Rural	Support for rural school salary funding to match larger urban districts to level the playing field across the state.
Northeast	Elementary	Suburb	Teacher wages are being unsustainable in the competitive marketplace. it is a much less desirable career for many than it once was. I would never have gone into education if I knew I had to work in the same career for 45 years before I could retire to reap a pension benefit. Districts cannot afford to continue raising wages in a marketplace where higher paying jobs do not even require a college degree or licensure.
East Central	Unit	Rural	Teachers and administrators are tired of expecting to be the target of the next negative social media campaign. We expect to be challenged, misunderstood, and unappreciated. We wonder when our turn will happen. How do we change that? To me, it's a heart issue. When can society learn to be loud with praise and respectful with critique and concern?
Suburban Cook	Elementary	Suburb	Teachers are professionals but are also in a union. The union makes it hard to be a professional.
Suburban Cook	Elementary	Suburb	Teachers are stressed by all of the additional curriculum mandates and the post pandemic challenging student behavior with limited disciplinary consequences.
West Central	Unit	Rural	Teachers have NEVER made great money, but we didn't have the shortage until the last 5 years. 7 years ago, we had 20 applicants for all jobs and two things happened. 1. They changed the retirement age for Tier 2 which is silly and now teachers are bogged down with compliance, mandates, trainings, more trainings, PD, surveys, CPR, Stop the bleed training, active shooter trainings, mandatory IEP meetings, etc. Like I said, in the 80's, 90's, and 2000's, teachers weren't making great money, but they had a good pension and academic freedom.
West Central	Unit	Rural	Teachers need better pay to compete with other professions. Additionally, tier II retirement is a major issue for young teachers as well. All teachers should be in tier I.
East Central	Unit	Rural	Teachers need to be professionalized. By that I mean they ought to be recognized for the calling they serve and service. The profession needs to be honored and respected. Teachers have been attacked now for many years.
Northwest	Elementary	Rural	Teachers who have been citizens in the State of Illinois and who teach in Illinois for at least 5 consecutive years, should be given the opportunity to have student loans forgiven, or at least a substantial portion of loans forgiven for their service. This would mean that a teaching candidate who wants to attend a top college or university in the state, and who plans to give back to the community by teaching children for no less than 5 years, would have the opportunity to get a high-quality education and enter the field with incentives to stay at

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			least 5 years. Most educators who are going to leave education leave the field within the first 2-3 years. This incentive would encourage longevity and would get them past the toughest part of teaching. Once past those first 2 years, many new teachers begin to find it more enjoyable and begin to learn how to cope with the stresses. Knowing that your college debt will be removed will also help young adults to make the choice of getting a lower salary than other professionals more palatable, knowing that the benefit of student loan forgiveness will more than compensate for their loss in annual income in the longer term. This would increase minority recruitment, would allow for higher education of teachers in more prestigious schools, and would get them to a more financially independent spot in their lives at about the time they would be raising their own families. It is a win for everyone and would be beneficial for the economics of the state and for the individuals who take part in the program.
West Central	Unit	Rural	The amount of paperwork required for administrators, social workers, special education teaches is somewhat overwhelming at times. Many of the requirements are duplicated and could be streamlined with systems that worked better together.
Northeast	Elementary	Suburb	The biggest complaint I hear from the newer staff is the pension system. No one wants to work until they are 67 and many are looking to leave the education sector to find better paying jobs.
East Central	Unit	Rural	the changes put in place for TRS have made this mess; work needs to be done to reinstate retirement incentives
West Central	Elementary	Rural	The demands and requirements of teachers increase each year. Reducing the demands and teaching workload would be a benefit.
Northeast	High School	Town	The difference between Tier I and Tier II in TRS is substantial. If there were a "middle ground" where teachers did not have to teach quite so long or have their benefits reduced as substantially as they have been, that might help keep / attract people to the teaching profession. Retention is needed to maintain the TRS contributions that Tier II members bring to the system. The state has stepped up its contributions, but not enough. Making even larger contributions will help address the TRS deficit by allowing them to invest those contributions.
Northeast	High School	Suburb	The efforts above have been outstanding, and I would encourage more of these. Additionally, I would look at some of the mandated high school requirements for graduation to change. For example, the new World Language requirement is discouraging teacher prep in elective areas because that requirement will likely reduce enrollments in these areas.
Northwest	Unit	Town	The evaluation process is a significant burden on teachers and principals. Therefore, I believe it negatively impacts teaching and eventually learning. The system needs to be streamlined to not be a burden on teachers. This is an example of the profession of teaching being questioned and scrutinized in such a way that it encourages young people to choose another profession that compensates them for those burdens that education cannot. Finding funding to truly impact benefits greatly. At the beginning of my career, many people were willing to teach and tolerate the lower salaries due to the tremendous benefits available. Full family insurance, competitive pensions, etc. Over time, those benefits have eroded too only be "okay."

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Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
Northeast	Unit	Suburb	The issue at hand is not only to create programs to rebuild the teaching profession "the real issue is to rebuild and support the teaching profession in the long term. The solution is long-term advocacy and development for the teaching profession
Southwest	Unit	Town	The largest issue I'm seeing is with the new Tier II regulations. Quality applicants are not going into education because of the increased number of years required to work and the decrease in retirement benefits. Professional Development hours are becoming more troublesome; especially with the increased workloads that now exist on teachers/administrators. We've also seen and a drastic decrease in "respect" being given to teachers/administrators and many now feel as if the compensation that is being provided simply isn't worth the hassle.
Southwest	Elementary	Suburb	The market is in such demand right now that the only option we have to recruit and retain is mainly tied to increase salaries and benefits. Teachers/staff no longer stay out of loyalty or "happiness" with a district. If a neighboring district can offer more money, they are likely going to move. This also applies to keeping educators within the field. Why would they stay in such a difficult position if they can earn more at a 9-5 job with less stress?
Northeast	Unit	Suburb	The number of state level mandates on the teaching profession has lessen the ability for local teachers to hone their craft as a valuable professional.
Northeast	Unit	Rural	The pension changes have definitely added to the problem. The Tier II TRS system is not attractive to new teachers. The state should increase the percentage teachers' pay towards TRS and tax TRS pensions of individuals who move out of the state, these proceeds could be used to improve the Tier II system.
Suburban Cook	Elementary	Suburb	The perception that has been given about teachers over the years has finally taken a toll and the pandemic exasperated it further.
Northwest	Unit	Rural	The pressures that are placed on our educational personnel continue to intensify year after year. Complexity of certification, accountability and difficult students/parents make this a career where stress and burnout far exceed the rewards of teaching.
West Central	Unit	Suburb	The processes take too long. 10-day approvals for licenses and other timelines are adding to the critical shortages.
Suburban Cook	Elementary	Suburb	The profession is not respected and therefore, not valued by non-educators. We are fortunate in my District to draw high quality candidates, but the pool is increasingly shallow.
West Central	Unit	Rural	The professional organizations of educator groups along with higher education hinder solutions to re-designing recruiting educators. For example, would it be possible to take bachelor's degree psychology major and have them intern under a school psychologist to take some of the workload for students that have IEP's? As for higher ed, would it be possible for teacher candidates to waive out of general education requirements if they are able to pass a test or get a certain GPA in high school, so college is reduced to 3 years? Then the whole working until you are 67 is ridiculous!
Suburban Cook	Elementary	Suburb	The respect and pay given to teachers in my opinion is the number one driving force to retaining teachers and getting more to join the field.

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Southwest	Unit	Suburb	The salary disparity between the average college graduate's potential starting income and a teacher's starting salary with a BA/BS are getting farther apart. TRS Tier III retirement age for full benefits is unrealistic especially when competing with a neighboring state like MO (with the ability to retire there at 52 and 55 respectively).
East Central	Unit	Rural	The state needs to help fund teacher pay. I think it would then be possible to set a minimum starting wage across the state by regions based on the cost of living.
Suburban Cook	Elementary	Suburb	The state needs to loosen licensure requirements for teaching specific levels. For example, the elementary teaching license should include K - 6 instead of just 1 - 6. In addition, many diverse teacher candidates are being held back by inability to pass the licensing exam. A waiver for thaws exams should be seriously considered for those who have completed approved programs.
Southeast	Elementary	Rural	The state should return to the retirement requirement of the original 55 years of age or 35 years of service. The new requirements are a disaster in the making. WHO wants to be teaching at the age proposed by the State on our new teachers? More importantly, what parents will want their child to learn from an elderly teacher that may not have the capability to get in the floor and read a book? Folks, I am 58 years of age, if I get on the floor to read a book to an elementary class, there is no guarantee I will have the capability to get back up.
Southeast	High School	Rural	The Tier II Retirement System and lack of necessary funds to pay teachers a higher salary is discouraging young people from going into the profession.
Southeast	Elementary	Town	The Tier III teachers working until 67 is something that needs to be looked at. Also, the tests that teachers have to take.
Northwest	Elementary	Suburb	The tough political climate and lack of funding from the state have made it tough to recruit and maintain staff.
East Central	Elementary	Rural	The TRS retirement change did serious damage to recruiting teachers.
Northeast	Elementary	Suburb	There are two critical issues. First and least of the two, we need to allow for more flexibility for what qualifies a teacher to teach at a certain grade level. We have made that much worse and having an elementary level licensure and a secondary level licensure we used to have been perfectly fine. The second issue is teacher evaluation. No profession anywhere at any time has an evaluation system that is as cumbersome and time-consuming and actually inhibits growth than what we have in Illinois. Most high-level professionals spend very little time either evaluating staff or being evaluated by their supervisor. They focus on growth and coaching and development. We need to scrap the ridiculous evaluation model that takes days on end to evaluate a teacher who's been working in the same position for 20 years and instead focus on growth. This could change our business for the better overnight, and result in far better outcomes for our students.
Southwest	Unit	Town	Tier 2 in TRS is driving future teachers to Missouri.
West Central	Unit	Suburb	Tier 3 TRS needs to be addressed. A loss of qualified teachers to neighboring states prevents them from ever working for us. Our college kids are smart enough to realize they are getting cheated by our state and leaving after high school to never return.
Northwest	Elementary	Suburb	Tier II is a big problem. Teachers understand that they are going to have to work longer, contribute more and receive less of a retirement benefit than their Tier 1 counterparts. Politicians need to stop attacking education. School districts provide students with a safe, caring, and nurturing environment every single day. They need to

Appendices: Superintendent Comments: Superintendent Suggested Solutions

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
			go into schools and see what behavior issues we deal with on a daily basis. The behavior issues that we experience are due to the high mobility rate in our district. Students move from district to district due to housing insecurity and do not have continuity of service in a district. Stop basing a school districts value on a test score. The students that are in our district long-term have excellent student growth as measured by MAP. The issue is that every year we have a turnover in students of about 15 - 20%. My district is measured based upon the growth of students who have been in my district for a matter of months which is not a fair assessment of the education that our amazing teachers provide. Work diligently on culture and valuing educators.
Suburban Cook	Elementary	Suburb	Tier II pension has diminished the number of people who enter the profession.
Northwest	Unit	Rural	Tier II TRS needs to be assessed and the age lowered.
Southeast	Elementary	Rural	Tight Budget, not paying current educators enough to keep them. Not enough teachers interested in coming to rural schools.
Northwest	Unit	Rural	Too many obstacles put in place by the state of Illinois.
Southeast	Unit	Town	Treat Foreign Language like CTE. If they have over 2000 hours let them find a way into the classroom.
Southeast	Elementary	Rural	TRS Get rid Tier 2 and make everyone Tier 1. In addition, we need to pay teachers and provide benefits like we do Prison Guards. Why would someone want to college to and become a teacher when they can make more money and retire early from the Department of Corrections.
Southeast	Elementary	Town	TRS retirement system is going to have to change for the teacher shortage to go away. Teachers need to be allowed to teach and not have to worry about covering the thousands of mandates that politicians see fit for schools.
Southwest	Unit	Town	TRS Tier 2 requirements are a huge deterrent to entering education. Schools are also still feeling the impacts of the former Test of Basic Skills which chased many pre-service teachers from the profession.
Southeast	Unit	Rural	Universities have to get involved in more recruitment and get teachers done quicker. Reduce the number of fees and paperwork they have to go through; I hear there are too many hoops to jump through way too often.
East Central	Elementary	Rural	University programs need to be more in line with K-12 schools. We have to address the mission of schools. Teachers cannot be healthcare workers, police, social workers, and family counselors.
Southwest	Unit	Rural	Until districts are able to afford to compensate teachers with a decent salary with help from the state and federal government, people are NOT going to enter the field. The funds just aren't there.
Suburban Cook	Elementary	Suburb	Until teachers and administrators are able to be paid at a competitive salary that they can get in the business world, then it will continue to be increasingly difficult to hire staff and retain staff.
East Central	Unit	Rural	Waive the student loans after 7 years of Public Ed service.
Southwest	Unit	Town	We are participating in an alternative program with Blackburn College that I believe will help. More funding for programs like the Teacher residency would be great. We also have issues with incentives and other tools with TRS 6% and other rules.
East Central	Unit	Rural	We have staff members who are pursuing their teaching license through on-line programs. It is common knowledge that the IL tests for teachers are very difficult to pass. Colleges are recommending that students

Appendices: Superintendent Comments: Superintendent Suggested Solutions

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			take the on-line test from their state and then transfer into IL. The IL teaching credentialing process needs to be examined and restructured to not create barriers to IL licensure.
Northeast	Unit	Suburb	We have to be able to pay more for hard to fill positions. This is hard to get your local association to agree to.
Northeast	Elementary	Suburb	We have to find a way to get the politics out of public education. Tier 2 is a problem as well.
Southeast	High School	Town	We have to find creative ways to recruit new teachers and career changers who may want to teach but either don't know what they need to do or can't afford to quit their job to pursue teaching. We must also start allowing prospective teacher candidates to demonstrate proficiency in the classroom through alternative means.
Southwest	Unit	Rural	WE have to have the money to pay our teachers a competitive wage.
Northwest	High School	Rural	We have to increase the beginning salary to attract more young adults to the field. We cannot continue to pay poverty wages to college graduates. Work needs to be done to restructure the outdated salary schedule that all districts in Illinois utilize. No one wants to discuss this because of the political fallout from the IEA and IFT. Until compensation is changed, we will continue to have a shortage and continue to fill out these surveys.
Northeast	Elementary	Rural	We have to make teaching look more inviting financially long-term. The workload and salaries are disproportionate with the education needed to do them. There are many other jobs educators could do for more money and better benefits. Students coming out of college are looking for money, bottom line. If they can't find what they want, they look elsewhere.
East Central	Elementary	Rural	We have worked with our union to implement a grow your own program committing the candidate to five years with our district. This greatly assisted in staffing of our small rural district.
Suburban Cook	Elementary	Suburb	We need a strong PR campaign to restore the pride and dignity of becoming a teacher.
Suburban Cook	Elementary	City	We need dedicated programs for paras to become teachers with shorter student teaching requirement or maintain their current compensation. The financial impact is a deterrent. This move would increase the diversity of our candidate pool.
East Central	Unit	Rural	We need guidance on how to "Grow our own"
Southeast	Unit	Town	We need pension reform for TRS Tier II/III.
Southeast	Unit	Town	We need to be able to provide better salaries and benefits to our teachers. Changes must be made to the Tier 2 retirement system; we need to be able to significantly increase teachers' salaries to make salaries more competitive with other professions.
Suburban Cook	Elementary	Suburb	We need to continue to provide various alternatives to staffing issues throughout the state. We have attempted to be creative within our district to address our staffing needs.
Southeast	Elementary	Town	We need to fund schools better so schools can pay educators more. It is as simple as that.
Suburban Cook	Elementary	City	We need funding to help keep salaries competitive with our neighbors - it's discouraging to lose staff to neighboring districts that have worked for us for 8-10 years but who can blame them when they get \$8,000 - \$10,000 more in salary. I also think we need funding to address childcare for our staff. If we can supplement their childcare costs, we could potentially keep more staff. ESSER funds have allowed us to develop some

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	As a district superintendent, your perspective on staffing is invaluable. Do you have any suggestions on solutions to the educator shortage (whether in your region or across the state)?
			amazing supports for our students and improved the work environment for our teachers (because there is staff to help shoulder the workload). We need that to be a sustainable funding source.
East Central	Unit	Rural	We need to go back to the one Tier system for TRS. I know the expense, but I also know many teachers are leaving Illinois because of the retirement age for new people entering the field. Also, there needs to be blanket allowance for paraprofessionals to substitute in classes.
Northeast	Elementary	Suburb	We need to have increased funding to pay our staff better. With the recent upheaval in the job market, past rates will not cut it to attract applicants to public schools. Fast food and retail establishments are offering more money and better benefits and we are going to irreparably harmed by this if we don't make changes soon. However, we cannot simply raise our local taxes to try and counteract what is going on at a national level.
Northeast	Elementary	Suburb	We need to improve the public perception of the teacher profession, de-politicize educating students, and financially make teaching worthwhile.
West Central	Unit	Rural	We need to incentivize people to go into the teaching profession. Lighten up on all the required paperwork for educators.
Northeast	Elementary	Suburb	We need to increase the number of colleges graduates each year (specifically in the support staff programs) and make it more enticing for those graduates to stay in Illinois.
Northeast	Elementary	Rural	We need to offer better pay to educators.
Northwest	Unit	Rural	We need to pay our teachers better since they are responsible for shaping the futures of their students. The workload and expectations don't match the compensation.
Southeast	Elementary	Rural	We need to provide equitable compensation levels across the state. A major push to celebrate teachers through advertising and outreach would be great.
Northwest	Unit	Rural	We need to recruit HS kids into that pathway.
Suburban Cook	Elementary	Suburb	We need to reduce mandates on staff.
Northwest	Unit	Town	We need to turn down the temperature towards the field of education. People go into education to serve kids. Money alone will not do the trick. Educators need to feel valued for their work outside of their paycheck.
West Central	Unit	Town	Western Illinois University has been this area's largest resource for teaching candidates. As its numbers continue to fall, we see fewer and fewer teaching applicants. Finding a way to support WIU would aid this area tremendously.
West Central	Unit	Rural	While education has always been slightly political. It has become a battleground for political ideologies even though teachers are prohibited from pushing such ideologies on their students. We need to stop taking the place of parents and let parents raise their children. Teachers want to be teachers of others' kids and parents to their own.

POLICY IMPACTS ON RECRUITMENT AND RETENTION

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Southeast	Unit	Rural	1. Not fully funding EBF as what was agreed to by the legislature. 2. Tier II and III pension benefit attacks (any teacher benefit attack) has been the worst policy decisions in the history of education.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Southeast	Elementary	Rural	A state sponsored health insurance plan such as the IDOC and ISP would make education a much more attractive career. Currently the health insurance disparity across the state ranges from district like mine who offer no insurance to district who pay full family medical. Schools are state/ taxpayer funded just like Police and Corrections it's an atrocity that those educating our students aren't afforded the same benefits as those who make significantly more money with less education.
Suburban Cook	Elementary	Suburb	Adjust how second career folks can student teach without quitting their jobs and forgoing insurance and salary for the time period required to student teach.
Suburban Cook	Elementary	Suburb	Adopting controversial curriculum has not helped.
West Central	Elementary	Rural	All of the legislation that they passed in the last 10 years either hurt recruitment or had no impact because people in leadership positions are clueless.
West Central	Elementary	Rural	Allow for more local control
Northeast	Elementary	Suburb	Allowing anyone with a BA to get a temporary teacher license and go back is a good rule.
Northeast	Elementary	Suburb	Also, don't assume that flat grant districts can access their property wealth. Some flat grant districts are caught in the middle cause they get penalized through State formulas for having too much property wealth, but sometimes their communities refuse to increase the tax rate, so they bring in significantly less than others. Eliminate the flat grant in regard to transportation reimbursements and other funding mechanisms and use a different calculation to determine those decisions. There is a huge difference between what a district is capable of producing and what they actually produce since the community controls the tax rate in tax capped districts.
Suburban Cook	Elementary	Suburb	As I mentioned before, the minimum wage increase has put pressure on school districts to spend more money on positions even though the positions haven't changed, and the value added to our districts isn't the same. Couple that with the increased violence in the schools (not just shootings - students fighting, parents fighting etc.) it just doesn't feel like the same profession I started in 30 years ago. Social media has also been horrendous for schools from an educational standpoint, an administrative standpoint, and of course a socialization standpoint of our parents and students, and how they interact with our organizations.
Northwest	High School	Rural	Beginning salaries have to be addressed.
Suburban Cook	High School	Suburb	Being able to offer Blue Cross Blue Shield PPO medical insurance.
Southwest	Unit	Town	Change licensure back to K-6 or K-9. Since most schools have Kindergarten, it makes sense that an elementary certificate can teach Kindergarten as we have for many, many years. This is a simple change.
Suburban Cook	Elementary	Suburb	Consider improving retirement benefits and options for Tier II teachers
Northwest	Unit	City	Continue to look at policy to have current education students be in the classroom full time
Northeast	Unit	Rural	Create alternative pathways for experienced professionals to enter the education profession. (Think akin to the CTE-Provisional pathway). We could increase our Support Staff candidate pool by permitting retired Psychologists, Social Workers, and SLP's into the profession on a provisional basis.
Southeast	Unit	Rural	Danielson model was not created to evaluate teachers. Change need to occur
East Central	Unit	Suburb	Decrease state mandates. Increase funding.
West Central	Unit	Town	Education is valued differently in localities around the state. Localities play a significant role in funding. The problem of equity in education remains.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
West Central	Unit	Rural	Eliminating many of the mandated trainings required. Make these initial trainings upon hire only.
Southwest	Unit	Suburb	Everything that has been done by the state has unintended consequences. Para's being able to sub... they no longer work for us as paras and will only sub. The state needs to just STOP
East Central	Unit	Rural	Get rid of mandates that inhibit entering the profession, such as testing and a portfolio for certification.
East Central	Unit	Rural	Get rid of PERA - it's a waste of paperwork and time and has been cited by older teachers as a reason to retire early.
Northwest	Unit	Rural	Get rid of the EdTPA
Northwest	Unit	Rural	Give same amount of pay statewide
Southwest	Unit	Rural	Graduates can become a teacher easier Similar to CTI professional pathway.
East Central	Unit	Rural	Have all teachers be Tier 1.
Suburban Cook	Elementary	Suburb	Having ISBE transition from a number of DAYS that schools need to be in session to a number of HOURS that school are required to be in session may allow schools to be more creative with their calendars (e.g., 4-day weeks)
Suburban Cook	Elementary	Suburb	I am hoping for the less restrictive para qualifications remains in place.
Northeast	Elementary	Suburb	I believe if teachers currently in the profession did a better job of encouraging young people to consider a career in education that would help. I feel that over the last decade the culture of teaching has become one of complaining about how hard the work is and this is not helpful. Many careers are difficult - and if you are an effective teacher, you are working hard. That's the way it is.
Northwest	Unit	Suburb	I believe that the state should not have made a tier 3 for teachers. It is very difficult to talk to students about becoming teachers with the lack of a good retirement program for them. Work with the state to return teachers to a retirement that will keep them in the profession.
Suburban Cook	Elementary	Suburb	I can't think if any
Northwest	Unit	Rural	I completely understand and want teachers that have a strong background in content, however, I place a larger emphasis on the skill of being able to relate to and reach students and parents. Those role models strengthen schools and connections to school. They can pick content up as they go but building relationships and creating a caring culture are not often traits some can cultivate.
Northeast	Elementary	Suburb	I don't have proof of this, but I wonder if graduation requirements like EdTPA have had an impact. I'm not sure if there is a correlation between completion of that task and higher quality teaching.
Southeast	Elementary	Town	I feel that some of the changes being made have good intentions but are actually bad for education. Rushing people through education programs and putting them in the classroom unprepared to take on today's challenges is not what is best for kids.
Suburban Cook	Elementary	Suburb	I think we need to make sure the certification assessments are aligned to the education coursework at the universities. A lot of education candidates have a difficult time passing the various assessments.
Northeast	Unit	Rural	Implementation of a signing bonus during the last CBA negotiations has helped tremendously. We are also starting a Daycare Program for the children of staff members.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Northeast	Elementary	Suburb	Inequities exist in communities that are funded based on residential property taxes. Wealthy communities have an easier time recruiting and retaining, while poorer communities struggle. Children and children and they should all have great instructors and role models in their classrooms.
Northwest	Unit	Rural	ISBE is out of touch with the reality of what districts are going through.
Northeast	Elementary	Suburb	ISBE needs to step up and take action that supports school districts that are trying to be creative to get staff in the classrooms AND provide a pathway to hold students and parents accountable for their behavior and responsibilities as students and parents.
West Central	Unit	Rural	ISBE's continual focus on policies which enforce compliance in nearly every aspect hurt everyone. If and when that focus changes to more support for educators at every level, so will the profession's recruitment and retention level.
Northwest	Elementary	Rural	It is said that government never shrinks. It is an ever-growing monster that constantly requires more of everything to survive. We need to stop the constant growth and expansion of government into the school system. Whether it is the ever-increasing amount of required data and reporting, or the constant change in testing and curriculum, government should take a step back. Local control is the only way to build faith in schooling and to ensure that parents have a direct say in how their children are raised. Parents do not want to have to reprogram their kids each week after they have attended public school. Teachers should not be forced to teach material that is in direct conflict with their personal religious beliefs and dictates of their conscience. Teachers and administrators should be able to use as many behavior modification strategies as they can to help students stay on track. We need to allow for recess time to be taken away for inappropriate behaviors or for issues when teachers need to work individually with students. Everyone agrees that physical exercise is good for kids, but if a child is misbehaving, they should not expect to have the same benefits as all other students. Policies regarding social change should be made at the local level and not at the state or federal level. We are wading deeper into the woods of a form of government where only the state determines outcomes. Local communities have the right and responsibility to raise their children with as little state and federal intrusion as possible. Teachers and administrators pay attention to these public policy debates. If you want people to freely choose to go into the field of education, policies should be minimized, and independent, local decision-making should be allowed. This will help the local community to find the right teachers for their children and will mean a better fit, leading to teachers staying for longer periods of time in the field.
Northeast	Elementary	Suburb	It is too difficult and costly to become a social worker or a school psychologist. Therefore, people are not going into this field - which is greatly impacting schools.
West Central	Unit	Rural	It seems that there are more and more required trainings for educators especially when you compared to other professions and their annual requirements. If we are going to have these then ISBE needs to provide the platform which would be more equitable than the district having to have a third party provide them online while keeping track of it all is a nightmare.
West Central	Elementary	Suburb	It would be enormously helpful if the State Legislature would stop passing unfunded mandates.
Southeast	Elementary	Rural	Legislators need to quit making policies and do more supporting of education. The only policy they need to enact is to eliminate any unfunded mandate, past, present, or future.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Southeast	High School	Rural	Legislators need to talk to people in the field before making policy - again too many "feel good" laws are passed with little true impact on those of us in the field.
Northwest	Unit	Town	Limit busy work for teachers...i.e., overwhelming evaluation processes. Limit the number of mandatory meetings for most teachers (IEP, 504, etc.)....this would take a change in the requirements of the team make up.
Southeast	Elementary	Rural	Local control is paramount, especially if a school district is performing well. Mandating 25+ special trainings for staff members, spending hours on PERA requirements, meeting compliance requirements on never-ending new policies, etc. is defeating to most educators before they get their year started. Having communities determine their curriculum, keeping tax dollars in the district and trusting local school boards, admins, and teachers to make appropriate decisions with community input will certainly help our district to keep teachers. Educators are overwhelmed by the political and social issues that are overshadowing the education of students. When the values of others are forced upon educators and a community, it devalues the autonomy of educators. We enjoy our kids, want to teach, and be fairly compensated to do so.
West Central	Unit	Rural	Maintaining a stable and properly funded pension is a must!
Suburban Cook	Elementary	Suburb	Mandated trainings are a frequent source of educator complaints - source of additional burden
West Central	Unit	Town	Many of the "fixes" are short-term and diluting the importance of the teaching degree.
Southwest	Unit	Suburb	Monetary incentives would, I believe, have a positive impact on recruitment and retention.
Suburban Cook	Elementary	Suburb	More flexibility and less obstacles for PEL licensure requirements
Northwest	Unit	Rural	More funding in EBF not some many grants with restrictions. Let the schools get what they need.
Southeast	Elementary	Rural	MORE IS NOT BETTER!!
West Central	Unit	Rural	Most policies just create hurdles or de-value the educator. Assisting current educators with salary stipends and/or student debt would attract more people into remaining in this profession.
Southwest	Elementary	Suburb	My concern is not what the State Legislature can implement or do to make things better...it's actually what they can STOP doing. Stop making so many mandates on curriculum and teaching that make it impossible to cover all of the standards and create additional pressures on teachers and staff.
Southeast	Elementary	Rural	My personal feeling on evaluations is that it should be made simple for teachers and administrators. How many professions have evaluations. We have to trust our district to make the right choices and we should be able to let go the employees that are not working out. In a district that has one administrator and does elaborate evaluations - I do not have time to get these done. Thankful that the tenured teachers have not had to be evaluated if they have received an excellent or proficient.
West Central	Unit	Town	New DOT regs for CDL's negatively impacts bus drivers nationally
Northwest	Unit	Rural	No comments
Southeast	Elementary	Rural	None of the policies put into place to address the shortage will have long-term benefits, they are just short-term band aids. ISEB and the State need to make it attractive to go into the profession and that means money. There isn't any other factor that is significant as funds. Pay the teachers like other professionals, provide benefits like prison guards and IDOT workers get, and put everyone into the same, Tier 1 pension system. Anything short of this is a waste of time and money.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
West Central	Unit	Rural	One of the largest areas of impact over the last several years has been the creation of a Tier 2 retirement system and the constant bombardment by legislators and governors on of the teacher retirement system. Stop attacking teachers for votes. Stop implementing stupid rules about sex education that are not acceptable in many Illinois communities.
Northeast	Elementary	Rural	Option to go to 4-day school week with slightly longer days.
Northwest	Elementary	Town	Our best recruitment tool is to hire our student teachers. We have started to incentive our current staff with a stipend for staff referrals who are hired.
West Central	Unit	Rural	Pass policies that are good for students and not political.
Southeast	Unit	City	PLEASE remove the required PD requirement/system for IL educators. This continues to be a stressor for time constrained educators and districts. This ISBE system is a waste of taxpayer dollars that could be better spent elsewhere. Again, the system was better before they started adding more bureaucracy to educators.
Northeast	Elementary	Suburb	Please see above. We have to change some of the qualifications back to more flexibility and we have to change our teacher evaluation system. It's okay for new or inexperienced teachers. But not for our veterans who we want to help grow rather than spend our time evaluating. The Danielson model is being grossly misused.
Southeast	Unit	Rural	Policies continue to come from those that know very little about what school is like now. They need to ask our opinion and then follow it!
Southeast	Elementary	Town	Progressive Discipline, increased mandated units of study, RtI, Tier II Employment.
Southeast	Elementary	Town	Provide alternate routes and funding to obtain a PEL.
Southwest	Unit	Rural	Provide funding for those currently holding degrees to become licensed and certified.
Suburban Cook	Elementary	City	Providing tuition reimbursement dollars so support staff can earn their teaching degrees while working for us. Address free childcare for people working in public schools so that we don't lose people when their children are young. Provide funding to help keep salaries competitive with neighbors. Help create flexibilities to pay more for shortage areas. Consider creating a more "balanced" calendar (at least for K-8) that provides more frequent breaks/pacing to the school year. I think teachers want flexibility that others have (e.g., hybrid work environment). If we could move to a balanced calendar by region, we could do 7-9 weeks of instruction followed by at least 1-2 weeks off (with a longer 5-6-week summer). We can keep the 180-day school year but spread it out so that there are more frequent breaks.
East Central	Unit	Rural	Require state universities to engage in dual credit partnerships for education courses that lead to major credit; partnerships with community colleges can result in elective education credit but there are roadblocks from state universities regarding granting 'major' credit for dual credit courses; reluctance to partner to offer dual credit coursework from many State universities. This should be a requirement - not an option.
Northwest	Elementary	Rural	Retention and recruitment should be viewed as highly significant obstacles, especially, in our state's poorly funded rural school districts. The State of Illinois should provide for significant funding to school districts that struggle to provide adequate salaries and benefits. In our state's current funding model, some districts have superior resources and others struggle to pay livable wages and benefits.
East Central	Elementary	Rural	Schools should focus on academics and the "political agendas" should be taught at home.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Northeast	Unit	Town	Start listening to school leaders who make the decisions and not the lobbyist. I am a realist who knows that is not going to happen.
East Central	Unit	Town	Stop breaking district financially to get people involved in education. This place is a mess. To fix education, we will need to repair the system as a whole. That unfortunately will take some very painful decisions, but for the hope of longevity, they must be made.
Northwest	Unit	Rural	Stop legislators from adding mandates and removed unfunded mandates. Let the educators educate. Allow districts to make local decisions.
East Central	Unit	Rural	Stop the mandates. Just let educators educate.
Suburban Cook	Elementary	Suburb	Support for New Teacher mentoring and induction programs.
Southeast	Unit	Rural	Teacher reimbursement for tuition would be a huge incentive.
Suburban Cook	Elementary	Suburb	Teacher residency programs should be funded by the State. This would allow teachers to receive the training they need but will also allow them to start earning a salary. Why are we rushing teachers through programs? They have students' lives in their hands. This is a clarion call- if we do not act fast, we will not be able to educate our students and hence our communities.
Northeast	Elementary	Suburb	Temporary waivers on eligibility do not have a significant impact on my district and are a band-aid, not a solution.
Southeast	Unit	Rural	The best thing that we have implemented is growing our own teachers. Currently we have 3 former students going to school to be teachers. 2 of those we currently employ in paraprofessional positions.
Northwest	Unit	Rural	The creation of Tier 2 TRS was a poor decision that has already had a negative impact on recruitment and retention.
Northeast	Unit	Suburb	The financial cost that is required for staff is a burden that many paras are not able to meet. Since 2012 statewide the number of educators exiting teacher programs dropped from 10k/year to only 4k/year. Over 10years ago over 30k were entering our programs with only 1 in 3 exiting. With recent Title II data showing around 18k entering the number exiting remains the same and is now less than 1 in 3 exiting. We need more flexibility with colleges and universities to exit student earlier that might provide a 1-year grant-based internship experience within the school district.
Northeast	Elementary	Rural	The government needs to stay out of the day-to-day impact of schools. Politicians need to stop using schools as political pawns.
West Central	Unit	Town	The headaches of PERA and a new evaluation model really haven't changed anything, and they require too much work. RIFs almost don't exist anymore because of the shortage. Any benefit of having a more robust eval. system was/is easily undone by having poor and unqualified people in the classroom, PERIOD
Suburban Cook	High School	Suburb	The licensure endorsement process seems complicated, especially in CTE.
Northwest	Elementary	Town	The pendulum swing on extreme mandates must stop. We do not have the time to teach the basics, let alone all of the new expectations each year.
Southwest	Unit	Suburb	The policies that impact recruitment and retention in our district are typical to ensure; that applicants are licensed in the appropriate areas to teach.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Southwest	Unit	Town	The profession is much tougher today - put employees in a position to be lifelong learners in our profession - provide incentives, etc. so we can retain good staff once we have them in our work force!!
Suburban Cook	Elementary	Suburb	The railing against education in several communities over masking and health mitigations has done significant harm to the profession. Rebuilding trust and respect will be essential work over the next few years. I wish communities would understand that their negative actions have done long-term harm to their ability to attract and retain quality educators.
West Central	Unit	Rural	The requirement for paraprofessionals is ridiculous. They need to be 18 for middle school and elementary, and 21 for high school and have a high school diploma and pass background check and that is it.
Northwest	Elementary	Rural	The Tier II Retirement system has proven to be the deadly blow that we said it was when it was passed. Chronic underfunding of a state-based retirement system is the General Assembly's problem and responsibility. It is not the fault of localities or districts. Legislators need to have enough gumption to tell constituents that we cannot have any new programs until we figure out how to responsibly and fully fund the old ones we have in place. This is called civic leadership, and it needs to be put into practice.
East Central	Unit	Rural	The way education is funded locally through property tax needs to change. Districts have got to be able to pay teachers more and school funding in its current form does not allow us to do that. At least not in a small rural district.
Suburban Cook	Elementary	Suburb	There are so many professions that pay more than the profession that educates all. This is criminal at best. We need to implement policies similar to other countries. Teaching is considered a reputable profession because of rigorous hiring standards and deep content knowledge.
West Central	Unit	Rural	There are too many different licenses....substitute and short-term emergency provisional--that is confusing. (I'm not sure if that is a policy.) I do believe there need to be less policies about what to teach and how to teach and let local schools decide what works best for each of them.
Southeast	Unit	Town	This past year, I have had several paraprofessionals (that already had bachelor's degrees) go through an accelerated teacher prep program and have not been able to "pass the test." They were in an Elem. Ed. program. Are the tests harder? Why are the programs not preparing them to be successful?
West Central	Unit	Town	Tier II and III pensions will continue to have a negative impact on teacher recruitment and retention.
East Central	High School	Town	Tier II in TRS. Major problem for losing good educators to other professions.
Suburban Cook	High School	Suburb	Tier II pension reality
Southeast	Parochial		Too much politics in society having a polarization effect
East Central	Unit	Town	TRS retirement for Tier II new employees. Teachers will not stay through the life of their careers and around 10-20 years stop teaching and find another career. I suggest that this data be monitored and reported for Tier II employees.
Northwest	Unit	Town	TRS Tier II must be fixed. No one in their right mind will agree to a retirement plan that is less lucrative than social security.
Suburban Cook	Elementary	Suburb	Unfunded mandates that require teachers to do additional work that is not directly related to working with children are an issue.

Appendices: Superintendent Comments: Policy Impacts on Recruitment and Retention

Area	Type	Rurality	Please share any additional comments you have about the CAUSES for educator shortages in your district?
Southeast	Unit	Town	Union contracts have been a little bit of a roadblock. Also, INSURANCE STINKS! I think we need to provide ALL schools with insurance like CMS employees. That would be a huge recruiting tool.
Suburban Cook	Elementary	Suburb	Unions should allow districts to provide financial bonuses and incentives to attract new teachers.
Northeast	Unit	Suburb	We allow CTE provisional licenses to be renewed every 5 years but not a PEL(S) for bilingual education.
Suburban Cook	Elementary	Suburb	We are not aware of specific policies that impact recruitment or retention in our District.
Suburban Cook	High School	Suburb	We are still feeling the effect of the difficulty in passing the Basic Skills tests for teacher certification programs. Students do not want to enter the field of education.
Southeast	Elementary	Rural	We can't sacrifice the quality of our educator prep programs because of the shortage. The larger issue include: PERA (Danielson, Tier II), respect for the position, funding/salaries, and educator attitude.
East Central	Unit	Rural	We do our best to treat everyone as professionals . . . and celebrate their worth . . . but that is hard . . . due to all the negativity around education.
East Central	Unit	Rural	We have lost tier 2 teachers to other professions because of the age of retirement. Tier 2 needs to be eliminated so we can retain teachers.
Southeast	Elementary	Rural	We have to make the field of education more appealing to young candidates. High schools across the state are offering classes in the nursing field to help define the future of graduating seniors. The Illinois Department of Corrections allows their employees to retire at year 20, and with very little educational requirements. Yet, the field of education requires an Illinois teacher to have a minimum of a bachelor's degree, stay an additional amount of time and with very little appreciation. It is time, we turn the policies around and identify where the future of our State begins, and that is the public classroom.
Southwest	Unit	Town	We need pathways for our own "grow your own" pathway that are streamlined, accessible, and affordable. Learning about how to get a PEL is not going to solve the problem. Reducing barriers will. Tier 2 pensions need to be revised by the GA.
East Central	Elementary	Rural	we need to do more.
East Central	Unit	Rural	Why do we feel it is necessary to cap the number of days that a retired teacher can work under such dire circumstances?