

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672

2855 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02

Figure II-8
Trends in the Average Annual Salaries of Teachers
and Selected White-Collar Occupations (\$=2000)

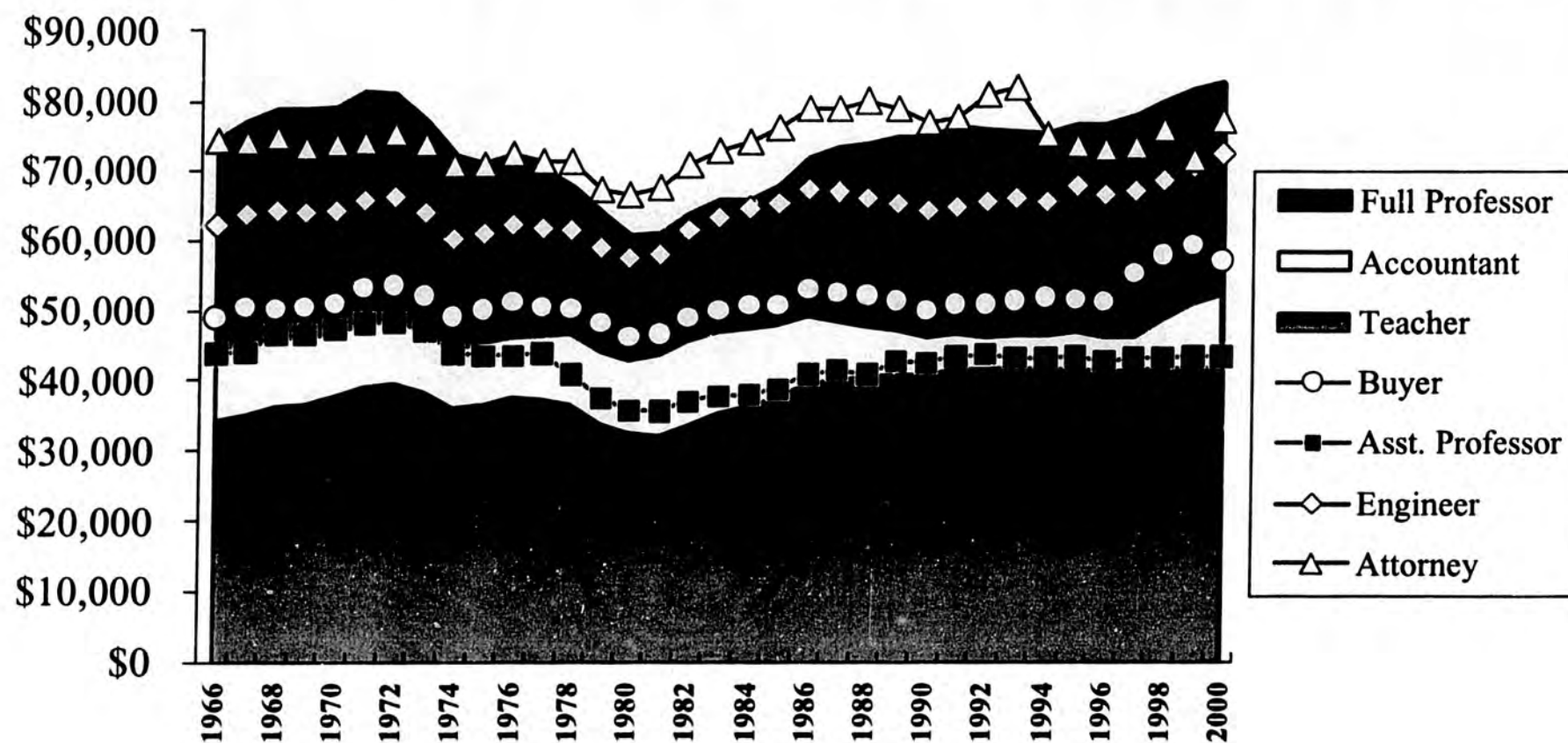


Figure II-9
Employment Cost Index in 2000 for Education Workers,
White-Collar Workers and Professional Workers
(1989=100)

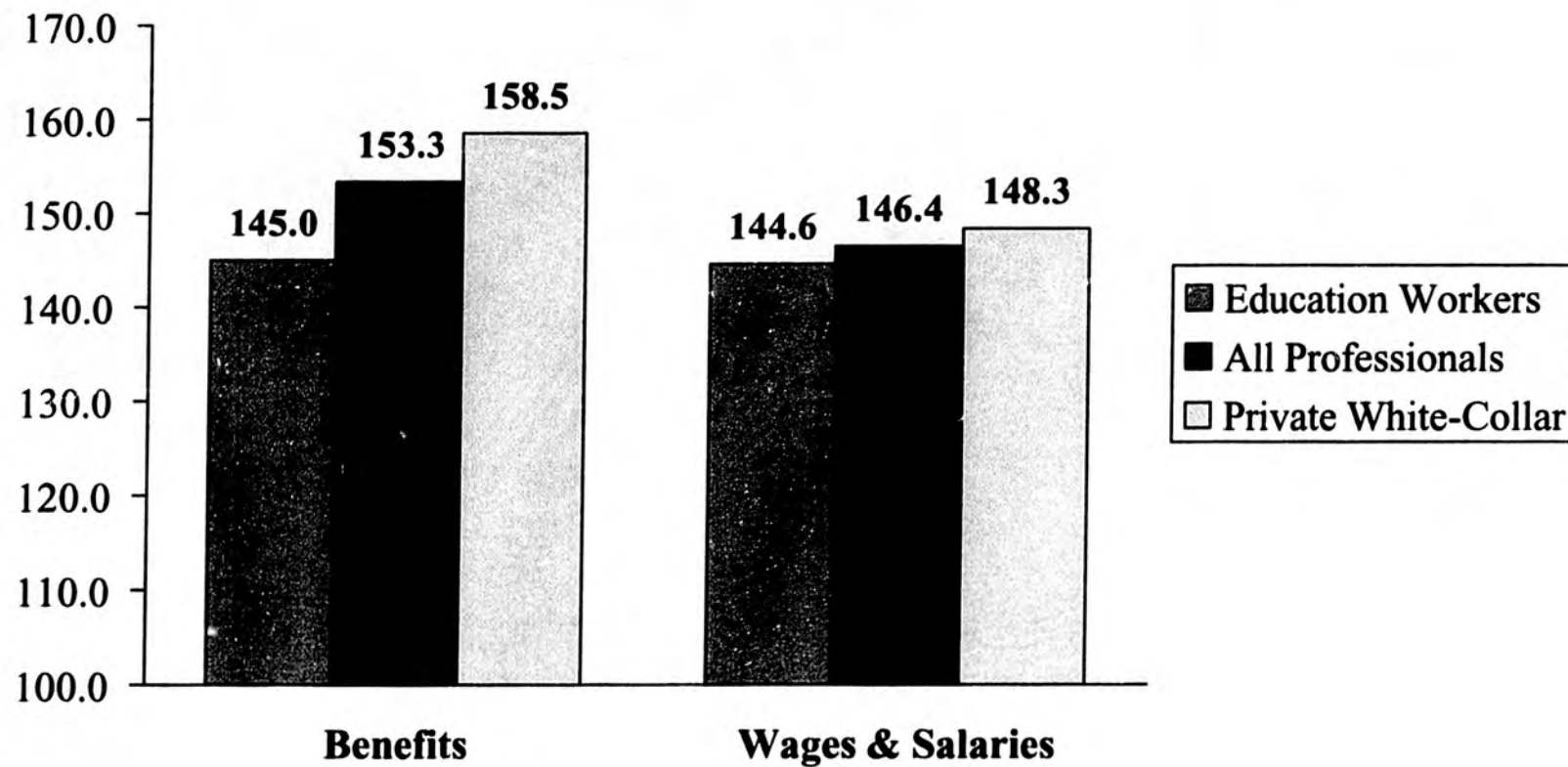


TABLE II-1

TRENDS IN TEACHER SALARIES COMPARED TO INFLATION AND
GROSS DOMESTIC PRODUCT PER CAPITA

	Average Teacher Salary		Consumer Price Index		Average Teacher Salary (2000 Dollars)		Per-Capita Gross Domestic Product		Teacher Salary To Per-Capita GDP Ratio
	Salary	Change	CPI	Change	Salary	Change	GDP	Change	
2000	\$41,320	3.2%	174.0	3.4%	\$41,820	-0.3%	\$36,172	6.2% *	1.16
1999	40,540	3.0%	168.3	2.6%	41,913	0.4%	34,063	5.2%	1.19
1998	39,360	2.5%	164.0	1.5%	41,760	0.3%	32,373	6.9%	1.22
1997	38,415	2.3%	161.5	1.8%	41,388	0.4%	30,278	5.0%	1.27
1996	37,564	2.4%	158.6	3.3%	41,211	-1.1%	28,849	8.0%	1.30
1995	36,766	2.8%	153.6	2.5%	41,649	0.2%	26,722	3.5%	1.38
1994	35,764	2.2%	149.7	2.7%	41,569	-0.5%	25,818	5.0%	1.39
1993	35,004	3.2%	145.8	2.7%	41,774	0.4%	24,600	4.1%	1.42
1992	33,927	2.9%	141.9	2.9%	41,602	0.0%	23,637	4.4%	1.44
1991	32,960	5.1%	137.9	3.1%	41,588	2.0%	22,647	2.1%	1.46
1990	31,347	5.8%	133.8	6.1%	40,765	-0.3%	22,189	4.5%	1.41
1989	29,636	5.6%	126.1	4.6%	40,893	0.9%	21,224	8.7%	1.40
1988	28,071	5.5%	120.5	4.4%	40,534	1.0%	19,523	7.0%	1.44
1987	26,615	5.4%	115.4	4.4%	40,130	0.9%	18,254	5.6%	1.46
1986	25,260	7.2%	110.5	1.1%	39,776	6.0%	17,283	4.4%	1.46
1985	23,572	7.3%	109.3	3.8%	37,525	3.3%	16,559	5.6%	1.42
1984	21,974	6.9%	105.3	4.1%	36,310	2.8%	15,686	10.0%	1.40
1983	20,547	8.5%	101.2	3.7%	35,328	4.6%	14,265	6.4%	1.44
1982	18,945	9.1%	97.6	3.8%	33,775	5.1%	13,412	2.6%	1.41
1981	17,364	7.9%	94.0	8.9%	32,142	-1.0%	13,067	10.8%	1.33
1980	16,100	7.5%	86.3	12.5%	32,461	-4.4%	11,794	7.8%	1.37
1979	14,970	5.4%	76.7	13.3%	33,961	-7.0%	10,943	9.9%	1.37
1978	14,207	6.4%	67.7	9.0%	36,514	-2.4%	9,961	11.6%	1.43
1977	13,352	6.0%	62.1	6.7%	37,411	-0.6%	8,927	10.4%	1.50
1976	12,591	7.7%	58.2	4.9%	37,643	2.7%	8,088	10.5%	1.56
1975	11,690	8.5%	55.5	6.9%	36,650	1.4%	7,321	7.6%	1.60
1974	10,778	5.9%	51.9	12.3%	36,134	-5.7%	6,805	7.3%	1.58
1973	10,176	4.9%	46.2	8.7%	38,325	-3.5%	6,343	10.7%	1.60
1972	9,705	4.7%	42.5	3.4%	39,733	1.3%	5,732	8.7%	1.69
1971	9,269	7.3%	41.1	3.3%	39,241	3.9%	5,272	7.2%	1.76
1970	8,635	8.6%	39.8	5.6%	37,751	2.9%	4,919	4.0%	1.76
1969	7,952	7.1%	37.7	6.2%	36,702	0.9%	4,728	6.9%	1.68
1968	7,423	8.7%	35.5	4.7%	36,383	3.8%	4,423	8.2%	1.68
1967	6,830	5.3%	33.9	3.0%	35,057	2.2%	4,088	4.6%	1.67
1966	6,485	4.7%	32.9	3.5%	34,298	1.2%	3,909	2.6%	1.66
1965	6,195	3.3%	31.8	1.9%	33,897	1.4%	3,810	13.1%	1.63
1964	5,995	4.6%	31.2	1.0%	33,434	3.6%	3,369	5.6%	1.78
1963	5,732	3.9%	30.9	1.6%	32,277	2.3%	3,191	4.0%	1.80
1962	5,515	4.5%	30.4	1.3%	31,566	3.2%	3,068	6.0%	1.80
1961	5,275	5.6%	30.0	0.7%	30,595	4.9%	2,895	1.9%	1.82
1960	4,995	4.1%	29.8	1.4%	29,165	2.7%	2,841		1.76
1959	4,797	4.9%	29.4	1.7%	28,390	3.2%			
1958	4,571	7.8%	28.9	1.8%	27,521	6.0%			
1957	4,239	4.5%	28.4	2.9%	25,971	1.6%			
1956	\$4,055		27.6		\$25,564				

* Estimate.

Sources: U.S. Bureau of the Census, *Historical Statistics, Colonial Times to 1970*, series D739-764 and D893-904. National Center for Education Statistics, *Digest of Education Statistics*, various issues (used to estimate teacher salaries prior to the 1977-78 school year). Bureau of Labor Statistics, Consumer Price Indexes, <http://stats.bls.gov/cpihome.htm>. Bureau of Economic Analysis, GDP and Related Data, <http://www.bea.doc.gov/>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-2

TRENDS IN TEACHER SALARIES COMPARED TO THE AVERAGE ANNUAL EARNINGS OF ALL WORKERS AND OF ALL GOVERNMENT WORKERS

ALL WORKERS AND OF ALL GOVERNMENT WORKERS									
Mean Annual Earnings (2000 Dollars)								Ratio of Teacher Salary to Salary of:	
CPI Change	Teachers		All Workers		Government Workers		All Workers	Government Workers	
	Avg. Salary	Change	Earnings	Change	Earnings	Change			
2000	3.4%	\$41,820	-0.2%	\$38,074 *	0.7%	\$39,772 *	-0.3%	1.10	1.05
1999	2.6%	41,913	0.4%	37,793	1.7%	39,901	1.0%	1.11	1.05
1998	1.5%	41,760	0.9%	37,170	3.5%	39,497	1.8%	1.12	1.06
1997	1.8%	41,388	0.4%	35,924	2.4%	38,815	1.2%	1.15	1.07
1996	3.3%	41,211	-1.1%	35,067	0.2%	38,370	-0.2%	1.19	1.14
1995	2.5%	41,649	0.2%	35,006	0.3%	38,436	0.3%	1.20	1.15
1994	2.7%	41,569	-0.5%	34,893	-2.0%	38,265	-3.6%	1.20	1.15
1993	2.7%	41,774	0.4%	35,228	0.1%	37,605	0.1%	1.19	1.11
1992	2.9%	41,602	0.0%	35,176	2.7%	37,586	1.7%	1.18	1.11
1991	3.1%	41,588	2.0%	34,255	0.7%	36,950	2.5%	1.21	1.13
1990	6.1%	40,765	-0.3%	34,015	-1.2%	36,038	-0.6%	1.20	1.13
1989	4.6%	40,893	0.9%	34,434	-0.8%	36,242	-0.2%	1.19	1.13
1988	4.4%	40,534	1.0%	34,725	0.5%	36,315	0.4%	1.17	1.12
1987	4.4%	40,130	0.9%	34,548	0.0%	36,177	-1.1%	1.16	1.11
1986	1.1%	39,776	6.0%	34,542	3.5%	36,587	3.8%	1.15	1.09
1985	3.8%	37,525	3.3%	33,379	0.4%	35,250	1.8%	1.12	1.06
1984	4.1%	36,310	2.8%	33,249	0.2%	34,630	1.3%	1.09	1.05
1983	3.7%	35,328	4.6%	33,189	0.8%	34,178	1.5%	1.06	1.03
1982	3.8%	33,775	5.1%	32,923	3.4%	33,671	4.3%	1.03	1.00
1981	8.9%	32,142	-1.0%	31,845	0.2%	32,290	0.6%	1.01	1.00
1980	12.5%	32,461	-4.4%	31,790	-2.2%	32,100	-3.4%	1.02	1.01
1979	13.3%	33,961	-7.0%	32,492	-4.6%	33,236	-5.9%	1.04	1.02
1978	9.0%	36,514	-2.4%	34,073	-1.7%	35,320	-2.4%	1.07	1.03
1977	6.7%	37,411	-0.6%	34,646	-0.2%	36,174	-0.4%	1.08	1.03
1976	4.9%	37,643	2.7%	34,701	2.3%	36,337	1.3%	1.08	1.04
1975	6.9%	36,650	1.4%	33,934	1.4%	35,860	0.7%	1.08	1.02
1974	12.3%	36,134	-5.7%	33,451	-2.4%	35,625	-5.0%	1.08	1.01
1973	8.7%	38,325	-3.5%	34,257	-2.7%	37,492	-2.8%	1.12	1.02
1972	3.4%	39,733	1.3%	35,210	2.7%	38,556	6.2%	1.13	1.03
1971	3.3%	39,241	3.9%	34,287	3.8%	36,317	3.8%	1.14	1.08
1970	5.6%	37,751	2.9%	33,031	1.0%	34,983	5.6%	1.14	1.08
1969	6.2%	36,702	0.9%	32,709	0.4%	33,142	0.8%	1.12	1.11
1968	4.7%	36,383	3.8%	32,592	2.0%	32,886	3.1%	1.12	1.11
1967	3.0%	35,057	2.2%	31,941	1.3%	31,900	1.7%	1.10	1.10
1966	3.5%	34,298	1.2%	31,522	1.0%	31,369	0.4%	1.09	1.09
1965	1.9%	33,897	1.4%	31,208	1.8%	31,246	2.2%	1.09	1.08
1964	1.0%	33,434	3.6%	30,655	3.9%	30,572	4.4%	1.09	1.09
1963	1.6%	32,277	2.3%	29,490	1.8%	29,277	2.6%	1.09	1.10
1962	1.3%	31,566	3.2%	28,958	2.3%	28,546	1.4%	1.09	1.11
1961	0.7%	30,595	4.9%	28,295	2.3%	28,150	3.2%	1.08	1.09
1960	1.4%	29,165	2.7%	27,663	1.9%	27,272	2.5%	1.05	1.07
1959	1.7%	28,390	3.2%	27,158	3.2%	26,597	2.2%	1.05	1.07
1958	1.8%	27,521	6.0%	26,311	1.6%	26,028	5.1%	1.05	1.06
1957	2.9%	25,971	1.6%	25,887	1.4%	24,755	2.7%	1.00	1.05
1956		\$25,564		\$25,535		\$24,112		1.00	1.06

* Estimate.

Sources: U.S. Bureau of Economic Analysis, *The National Income and Product Accounts of the United States 1929-82*, various issues of *Survey of Current Business* including March 2001, Table B.7, and unpublished data from the National Income and Product Accounts, <http://www.bea.doc.gov/>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-3

**TEACHER SALARY GROWTH COMPARED TO TOTAL EDUCATION SPENDING
AND THE NATIONAL ECONOMY**

	Total Public K-12 Teachers (Thous.)	Average Teacher Salary	Total Teacher Salaries (Bills.)	Total K-12 Costs (Bills.)	Teacher Share of K-12 Costs	Gross Domestic Product (Bills.)	K-12 Costs Share of GDP	Percent Increase from 1961:			
								Average Teacher Salary	Total Teacher Salaries	Total K-12 Costs	GDP
2000	2,900	\$41,820	\$121.3	\$330.3	36.7%	\$9,963	3.3%	693%	1533%	2162%	1728%
1999	2,826	40,540	114.6	306.7	37.4%	9,299	3.3%	669%	1443%	2001%	1606%
1998	2,746	39,360	108.1	285.5	37.9%	8,760	3.3%	646%	1355%	1855%	1507%
1997	2,667	38,415	102.5	270.2	37.9%	8,301	3.3%	628%	1279%	1751%	1423%
1996	2,598	37,564	99.2	255.1	38.9%	7,813	3.3%	612%	1235%	1647%	1334%
1995	2,552	36,766	95.4	243.9	39.1%	7,400	3.3%	597%	1185%	1571%	1258%
1994	2,504	35,764	90.9	231.9	39.2%	7,054	3.3%	578%	1125%	1488%	1194%
1993	2,459	35,004	87.8	220.9	39.7%	6,642	3.3%	564%	1082%	1413%	1119%
1992	2,432	33,927	83.2	211.2	39.4%	6,318	3.3%	543%	1020%	1347%	1059%
1991	2,398	32,960	80.1	202.0	39.7%	5,986	3.4%	525%	979%	1284%	998%
1990	2,391	31,347	75.0	187.6	40.0%	5,803	3.2%	494%	909%	1185%	965%
1989	2,356	29,636	69.8	173.0	40.4%	5,489	3.2%	462%	840%	1085%	907%
1988	2,323	28,071	65.2	157.1	41.5%	5,109	3.1%	432%	778%	976%	837%
1987	2,279	26,615	60.7	146.4	41.4%	4,742	3.1%	405%	717%	903%	770%
1986	2,244	25,260	56.7	137.2	41.3%	4,452	3.1%	379%	663%	840%	717%
1985	2,207	23,572	52.0	126.3	41.2%	4,213	3.0%	347%	600%	765%	673%
1984	2,168	21,974	47.6	115.4	41.3%	3,932	2.9%	317%	541%	690%	621%
1983	2,121	20,547	43.6	108.3	40.2%	3,534	3.1%	290%	487%	642%	548%
1982	2,125	18,945	40.3	101.1	39.8%	3,259	3.1%	259%	442%	592%	498%
1981	2,184	17,364	37.9	94.3	40.2%	3,131	3.0%	229%	411%	546%	474%
1980	2,183	16,100	35.1	87.0	40.4%	2,795	3.1%	205%	373%	496%	413%
1979	2,206	14,970	33.0	79.0	41.8%	2,565	3.1%	184%	345%	441%	371%
1978	2,209	14,207	31.4	73.1	42.9%	2,295	3.2%	169%	323%	401%	321%
1977	2,186	13,352	29.2	66.9	43.6%	2,031	3.3%	153%	293%	358%	273%
1976	2,196	12,591	27.6	62.1	44.5%	1,823	3.4%	139%	272%	325%	234%
1975	2,155	11,690	25.2	57.3	44.0%	1,635	3.5%	122%	239%	292%	200%
1974	2,133	10,778	23.0	50.0	46.0%	1,501	3.3%	104%	210%	242%	175%
1973	2,103	10,176	21.4	46.1	46.4%	1,385	3.3%	93%	188%	216%	154%
1972	2,063	9,705	20.0	42.2	47.4%	1,240	3.4%	84%	170%	189%	128%
1971	2,055	9,269	19.0	37.9	50.3%	1,128	3.4%	76%	156%	160%	107%
1970	2,013	8,635	17.4	34.9	49.8%	1,039	3.4%	64%	134%	139%	91%
1969	1,935	7,952	15.4	29.8	51.6%	985	3.0%	51%	107%	104%	81%
1968	1,855	7,423	13.8	27.7	49.7%	911	3.0%	41%	85%	90%	67%
1967	1,789	6,830	12.2	23.4	52.2%	834	2.8%	29%	65%	60%	53%
1966	1,710	6,485	11.1	21.7	51.1%	789	2.8%	23%	49%	49%	45%
1965	1,648	6,195	10.2	19.1	53.5%	720	2.7%	17%	37%	31%	32%
1964	1,578	5,995	9.5	18.3	51.7%	664	2.8%	14%	27%	25%	22%
1963	1,508	5,732	8.6	17.0	50.8%	618	2.8%	9%	16%	16%	13%
1962	1,461	5,515	8.1	15.8	51.0%	586	2.7%	5%	8%	8%	8%
1961	1,408	\$5,275	\$7.4	14.6	50.9%	\$545	2.7%	0%	0%	0%	0%

Sources: U.S. Department of Education *Projection of Education Statistics to 2010*, and earlier editions,
<http://nces.ed.gov/pubs2000/projections/>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-4

TRENDS IN TEACHER SALARIES RELATED TO TEACHER EXPERIENCE

	Public K-12 Teachers		Average Experience	Difference From 2000 Levels	Salary Effect (2000 Dollars)*		Average Salary (2000 Dollars)	Adjusted Average Salary
	(Thous.)	Change			Dollars	Percent		
2000	2,900	2.6%	16.1	0.0	\$0	0.0%	\$41,820	\$41,820
1999	2,826	2.9%	16.1	0.0	0	0.0%	41,913	41,913
1998	2,746	3.0%	16.1	0.0	0	0.0%	41,760	41,760
1997	2,667	2.7%	16.0	-0.1	85	0.2%	41,388	41,473
1996	2,598	1.8%	15.9	-0.2	170	0.4%	41,211	41,381
1995	2,552	1.9%	15.8	-0.3	254	0.6%	41,649	41,903
1994	2,504	1.8%	15.7	-0.4	339	0.8%	41,569	41,909
1993	2,459	1.1%	15.6	-0.5	424	1.0%	41,774	42,198
1992	2,432	1.4%	15.5	-0.6	509	1.2%	41,602	42,111
1991	2,398	0.3%	15.4	-0.7	594	1.4%	41,588	42,182
1990	2,391	1.5%	15.2	-0.9	763	1.9%	40,765	41,528
1989	2,356	1.4%	15.0	-1.1	933	2.3%	40,893	41,826
1988	2,323	1.9%	14.8	-1.3	1,102	2.7%	40,534	41,636
1987	2,279	1.6%	14.7	-1.4	1,187	3.0%	40,130	41,317
1986	2,244	1.7%	14.6	-1.5	1,272	3.2%	39,776	41,048
1985	2,207	1.8%	14.4	-1.7	1,442	3.8%	37,525	38,967
1984	2,168	2.2%	14.2	-1.9	1,611	4.4%	36,310	37,922
1983	2,121	-0.2%	13.9	-2.2	1,866	5.3%	35,328	37,193
1982	2,125	-2.7%	13.6	-2.5	2,120	6.3%	33,775	35,895
1981	2,184	0.0%	13.2	-2.9	2,459	7.7%	32,142	34,601
1980	2,183	-1.0%	12.2	-3.9	3,307	10.2%	32,461	35,768
1979	2,206	-0.1%	11.5	-4.6	3,901	11.5%	33,961	37,861
1978	2,209	1.1%	11.0	-5.1	4,325	11.8%	36,514	40,839
1977	2,186	-0.5%	10.5	-5.6	4,749	12.7%	37,411	42,160
1976	2,196	1.9%	10.0	-6.1	5,173	13.7%	37,643	42,816
1975	2,155	1.0%	10.1	-6.0	5,088	13.9%	36,650	41,738
1974	2,133	1.4%	10.3	-5.8	4,918	13.6%	36,134	41,053
1973	2,103	1.9%	10.5	-5.6	4,749	12.4%	38,325	43,074
1972	2,063	0.4%	10.7	-5.4	4,579	11.5%	39,733	44,313
1971	2,055	2.1%	11.0	-5.1	4,325	11.0%	39,241	43,566
1970	2,013	4.0%	11.2	-4.9	4,155	11.0%	37,751	41,906
1969	1,935	4.3%	11.4	-4.7	3,986	10.9%	36,702	40,687
1968	1,855	3.7%	11.6	-4.5	3,816	10.5%	36,383	40,199
1967	1,789	4.6%	11.8	-4.3	3,646	10.4%	35,057	38,703
1966	1,710	3.8%	12.0	-4.1	3,477	10.1%	34,298	37,774
1965	1,648	4.4%	12.2	-3.9	3,307	9.8%	33,897	37,204
1964	1,578	4.6%	12.4	-3.7	3,138	9.4%	33,434	36,571
1963	1,508	3.2%	12.6	-3.5	2,968	9.2%	32,277	35,245
1962	1,461	3.8%	12.8	-3.3	2,798	8.9%	31,566	34,365
1961	1,408		13.0	-3.1	2,629	8.6%	\$30,595	\$33,224

* One year of experience is associated with \$848 of the 1999-2000 average teacher salary based on 16.1 years to progress from a beginning salary of \$27,895 to an average salary of \$41,544.

Sources: Experience data for 1961, 1966, 1971, 1976, 1981, 1986, 1991 and 1996 from National Education Association, *Status of the American Public School Teacher, 1995-96*, copyright 1997 by the NEA (All Rights Reserved). Experience data for intervening years between 1967 and 2000 are interpolations. K-12 teacher count from U.S. Department of Education, *Projection of Education Statistics to 2010*, <http://nces.ed.gov/pubs2000/projections>. American Federation of Teachers, annual survey of state departments of education.

TABLE II-5

**TRENDS IN TEACHER SALARIES COMPARED TO THE AVERAGE ANNUAL
SALARIES OF SELECTED WHITE-COLLAR OCCUPATIONS**

	Mean Teacher Salary	Account- ant III	Buyer/ Contract Specialist III	Attorney III	Computer Systems Analyst III	Engineer IV	Full Prof. Public Doctoral	Assistant Prof. Public Com- prehensive
2000 *	\$41,820	\$52,323	\$57,035	\$77,150	\$66,849	\$72,427	\$82,535	\$43,362
1999 *	40,540	49,257	57,392	69,104	66,782	68,294	78,830	41,940
1998 *	39,360	45,919	54,625	71,530	63,072	64,489	75,150	40,760
1997 *	38,415	42,921	51,323	67,980	59,031	62,259	72,220	40,170
1996	37,594	42,172	46,592	66,560	57,772	60,684	69,760	39,000
1994	35,764	39,884	44,616	64,532	54,548	56,368	64,860	37,220
1992	34,027	37,648	41,392	65,884	53,300	53,404	61,950	35,730
1990	31,347	35,489	38,385	59,087	47,958	49,365	57,520	32,730
1988	28,071	33,028	36,040	55,407	45,093	45,680	51,080	28,380
1986	25,260	31,143	33,580	50,119	41,548	42,667	45,600	26,000
1984	21,974	28,721	30,610	44,743	38,057	39,005	39,800	23,000
1982	18,945	25,673	27,424	39,649	na	34,443	35,700	20,800
1980	16,100	21,299	22,904	33,034	na	28,486	30,100	17,800
1978	14,207	18,115	19,590	27,738	na	23,972	26,400	15,900
1976	12,591	15,428	17,122	24,205	na	20,749	24,200	14,600
1974	10,778	13,285	14,659	21,082	na	17,929	21,600	13,100
1972	9,705	11,879	13,117	18,392	na	16,159	19,800	11,800
1970	8,635	10,686	11,665	16,884	na	14,695	18,100	10,800
1968	7,423	9,367	10,260	15,283	na	13,095	16,100	9,500
1966	6,485	8,328	9,252	14,052	na	11,784	14,100	8,300
1964	5,995	7,908	na	12,816	na	11,016	12,500	7,700
1962	\$5,515	\$7,416	na	\$11,844	na	\$10,248	na	na
(2000 DOLLARS)								
2000 *	\$41,820	\$52,323	\$57,035	\$77,150	\$66,849	\$72,427	\$82,535	\$43,362
1999 *	41,913	50,926	59,336	71,444	69,044	70,607	81,500	43,360
1998 *	41,760	48,719	57,956	75,891	66,918	68,421	79,732	43,245
1997 *	41,388	46,244	55,295	73,242	63,600	67,077	77,810	43,279
1996	41,244	46,267	51,116	73,023	63,382	66,576	76,534	42,787
1994	41,569	46,358	51,858	75,007	63,402	65,518	75,388	43,262
1992	41,724	46,165	50,756	80,788	65,357	65,485	75,964	43,813
1990	40,765	46,152	49,918	76,840	62,367	64,197	74,802	42,564
1988	40,534	47,692	52,041	80,007	65,114	65,961	73,759	40,980
1986	39,776	49,040	52,877	78,920	65,424	67,186	71,805	40,941
1984	36,310	47,459	50,581	73,934	62,886	64,453	65,766	38,006
1982	33,775	45,769	48,891	70,686	na	61,405	63,645	37,082
1980	32,461	42,944	46,180	66,604	na	57,434	60,688	35,889
1978	36,514	46,558	50,349	71,291	na	61,612	67,852	40,866
1976	37,643	46,125	51,189	72,365	na	62,033	72,351	43,649
1974	36,134	44,539	49,146	70,680	na	60,109	72,416	43,919
1972	39,733	48,634	53,703	75,299	na	66,157	81,064	48,311
1970	37,751	46,718	50,998	73,814	na	64,244	79,131	47,216
1968	36,383	45,911	50,288	74,908	na	64,184	78,913	46,563
1966	34,298	44,045	48,932	74,318	na	62,323	74,571	43,897
1964	33,434	44,102	na	71,474	na	61,435	69,712	42,942
1962	\$31,566	\$42,447	na	\$67,791	na	\$58,656	na	na

(TABLE II-5 Continued)

	Teachers	Account- ant III	Buyer/ Contract Specialist III	Attorney III	Computer Systems Analyst III	Engineer IV	Full Prof. Public Doctoral	Assistant Prof. Public Com- prehensive
RATIO OF SALARIES IN OTHER OCCUPATIONS TO TEACHER SALARIES								
2000	1.00	1.25	1.36	1.84	1.60	1.73	1.97	1.04
1999 *	1.00	1.22	1.42	1.70	1.65	1.68	1.94	1.03
1998 *	1.00	1.17	1.39	1.82	1.60	1.64	1.91	1.04
1997 *	1.00	1.12	1.34	1.77	1.54	1.62	1.88	1.05
1996	1.00	1.12	1.24	1.77	1.54	1.61	1.86	1.04
1994	1.00	1.12	1.25	1.80	1.53	1.58	1.81	1.04
1992	1.00	1.11	1.22	1.94	1.57	1.57	1.82	1.05
1990	1.00	1.12	1.22	1.88	1.53	1.57	1.83	1.04
1988	1.00	1.13	1.28	1.97	1.61	1.63	1.82	1.01
1986	1.00	1.23	1.33	1.98	1.64	1.69	1.81	1.03
1984	1.00	1.31	1.39	2.04	1.73	1.78	1.81	1.05
1982	1.00	1.36	1.45	2.09	na	1.82	1.88	1.10
1980	1.00	1.32	1.42	2.05	na	1.77	1.87	1.11
1978	1.00	1.28	1.38	1.95	na	1.69	1.86	1.12
1976	1.00	1.23	1.36	1.92	na	1.65	1.92	1.16
1974	1.00	1.23	1.36	1.96	na	1.66	2.00	1.22
1972	1.00	1.22	1.35	1.90	na	1.67	2.04	1.22
1970	1.00	1.24	1.35	1.96	na	1.70	2.10	1.25
1968	1.00	1.26	1.38	2.06	na	1.76	2.17	1.28
1966	1.00	1.28	1.43	2.17	na	1.82	2.17	1.28
1964	1.00	1.32	na	2.14	na	1.84	2.09	1.28
1962	1.00	1.34	na	2.15	na	1.86	na	na
PERCENT INCREASE FROM PREVIOUS YEAR								
2000 *	3.2%	6.2%	-0.6%	11.6%	0.1%	6.1%	4.7%	3.4%
1999 *	3.0%	7.3%	5.1%	-3.4%	5.9%	5.9%	4.9%	2.9%
1998 *	2.5%	7.0%	6.4%	5.2%	6.8%	3.6%	4.1%	1.5%
1997 *	2.2%	1.8%	10.2%	2.1%	2.2%	2.6%	3.5%	3.0%
1996	2.3%	1.8%	2.4%	2.5%	1.7%	1.6%	3.3%	1.7%
1994	2.2%	2.7%	3.6%	-5.9%	-0.2%	1.9%	2.5%	2.9%
1992	3.2%	2.0%	2.6%	7.0%	6.6%	4.1%	2.5%	3.7%
1990	5.8%	4.0%	3.1%	3.3%	4.5%	4.4%	6.0%	5.9%
1988	5.5%	3.0%	3.5%	6.2%	3.4%	3.0%	4.8%	3.1%
1986	7.2%	3.7%	5.7%	5.0%	4.8%	4.1%	7.0%	6.6%
1984	6.9%	5.0%	5.4%	5.8%	na	6.2%	4.2%	4.5%
1982	9.1%	9.0%	8.8%	9.0%	na	9.9%	8.5%	7.8%
1980	7.5%	9.4%	8.0%	11.4%	na	9.6%	6.7%	7.2%
1978	6.4%	9.5%	8.7%	8.9%	na	8.6%	4.8%	1.3%
1976	7.7%	6.7%	7.0%	7.3%	na	6.7%	6.6%	5.0%
1974	5.9%	6.5%	6.0%	7.8%	na	5.3%	5.4%	4.8%
1972	4.7%	4.4%	4.2%	5.0%	na	4.0%	3.1%	3.5%
1970	8.6%	6.6%	6.6%	6.3%	na	5.8%	5.8%	6.9%
1968	8.7%	5.5%	4.5%	6.0%	na	5.4%	7.3%	10.5%
1966	4.7%	2.5%	na	3.0%	na	3.6%	6.8%	5.1%
1964	4.6%	3.1%	na	4.2%	na	2.7%	5.9%	2.7%
1962	na	na	na	na	na	na	na	na

* AFT estimates based on average weekly pay increase in U.S. Department of Labor, Employment and Earnings, various years, January issues. Sources: U.S. Department of Labor, *Handbook of Labor Statistics*, June 1995. U.S. Department of Labor, *National Survey of Professional, Administrative, Technical and Clerical Pay*, various editions. American Association of University Professors, "Economic Status of the Profession," *Academe*, various editions. American Federation of Teachers, annual survey of state departments of education.

TABLE II-6

SALARIES OR EARNINGS OF EDUCATION PERSONNEL, 1975-76 to 1999-2000

	1975-76	1980-81	1985-86	1990-91	1995-96	1997-98	1998-99	1999-00	1975-76 to 1999-00
Teachers-Average*	\$12,437	\$17,678	\$25,276	\$32,880	\$37,594	\$39,360	\$40,540	\$41,820	\$29,383
Teachers-Beginning*	8,611	11,676	16,692	21,481	24,285	25,735	26,855	27,989	19,378
Superintendents	32,527	43,001	60,707	79,874	94,259	101,519	106,122	112,158	79,631
H.S. Principals	23,306	32,231	43,793	59,106	69,277	74,380	76,768	79,839	56,533
Secretaries									
Central Office	7,929	11,568	16,383	21,303	24,809	26,316	27,540	28,450	20,521
School Building	6,521	9,357	13,233	16,953	20,076	21,215	21,831	22,650	16,129
Hourly Workers									
Instructional Aides	\$2.92	\$4.48	\$6.20	\$7.77	\$9.04	\$9.46	\$9.80	\$10.00	\$7.08
Custodians	3.78	5.35	7.28	9.05	10.35	10.79	11.22	11.35	7.57
Cafeteria Workers	2.83	4.17	5.76	7.19	8.15	8.56	8.82	9.02	6.19
Bus Drivers	4.04	5.75	7.72	9.52	11.04	11.55	12.04	12.48	8.44
PERCENT INCREASE FROM PREVIOUS YEAR									
Teachers-Average*	8.1%	11.1%	7.2%	5.0%	2.2%	2.5%	3.0%	3.2%	236.3%
Teachers-Beginning*	6.9%	9.6%	7.8%	4.9%	1.2%	2.9%	4.4%	4.2%	225.0%
Superintendents	7.0%	9.3%	6.6%	5.9%	4.5%	3.5%	4.5%	5.7%	244.8%
H.S. Principals	1.8%	10.4%	4.0%	6.1%	1.8%	2.7%	3.2%	4.0%	242.6%
Secretaries									
Central Office	8.3%	12.0%	6.8%	6.3%	3.7%	2.4%	4.7%	3.3%	258.8%
School Building	7.9%	12.1%	5.8%	4.8%	4.7%	2.4%	2.9%	3.8%	247.3%
Hourly Workers									
Instructional Aides	0.3%	15.2%	5.3%	4.6%	3.1%	2.3%	3.6%	2.0%	242.5%
Custodians	6.8%	9.6%	5.5%	6.0%	3.0%	1.3%	4.0%	1.2%	200.3%
Cafeteria Workers	8.4%	10.3%	6.3%	6.2%	3.3%	3.1%	3.0%	2.3%	218.7%
Bus Drivers	7.7%	10.4%	6.2%	3.4%	3.3%	0.4%	4.2%	3.7%	208.9%
2000 DOLLARS									
Teachers-Average*	\$37,183	\$32,723	\$39,801	\$41,487	\$41,244	\$41,760	\$41,913	\$41,820	\$4,637
Teachers-Beginning*	25,744	21,613	26,284	27,104	26,643	27,304	27,765	27,989	2,245
Superintendents	97,246	79,598	95,593	100,784	103,412	107,709	109,716	112,158	14,912
H.S. Principals	69,678	59,662	68,959	74,579	76,004	78,915	79,368	79,839	10,161
Secretaries									
Central Office	23,705	21,413	25,798	26,880	27,218	27,921	28,473	28,450	4,745
School Building	19,496	17,320	20,837	21,391	22,025	22,509	22,570	22,650	3,154
Hourly Workers									
Instructional Aides	\$8.73	\$8.29	\$9.76	\$9.80	\$9.92	\$10.04	\$10.13	\$10.00	\$1.27
Custodians	11.30	9.90	11.46	11.42	11.35	11.45	11.60	11.35	0.05
Cafeteria Workers	8.46	7.72	9.07	9.07	8.94	9.08	9.12	9.02	0.56
Bus Drivers	12.08	10.64	12.16	12.01	12.11	12.25	12.45	12.48	0.40

* Data for years prior to 1990 are from Education Research Service.

Sources: Educational Research Service, *Salaries Paid Professional Personnel in Public Schools*, various years and *Wages and Salaries Paid Support Personnel in Public Schools*, ERS: Reston, Va., various years. American Federation of Teachers, annual survey of state departments of education.

TABLE II-7

**RECENT TRENDS IN HEALTH CARE COSTS FOR
EMPLOYEES AND EMPLOYERS**

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
EMPLOYER COSTS										
<i>Percent of Total Compensation for Health Insurance</i>										
Education Employees ^a	7.3%	8.0%	8.3%	8.2%	7.7%	7.7%	6.7%	7.8%	8.0%	8.2%
Teachers ^b	na	6.7%	7.1%	6.9%	6.4%	6.4%	6.2%	6.2%	6.3%	6.5%
Professionals	5.9%	6.3%	6.6%	6.8%	6.3%	6.1%	5.6%	5.6%	5.8%	5.8%
All Workers	6.7%	7.1%	7.4%	7.5%	7.0%	6.8%	6.4%	6.3%	6.4%	6.4%
EDUCATION EMPLOYEE COSTS										
<i>Annual Premiums Paid By Employees^c</i>										
All Plans										
Individual	\$324	na	\$406	na	\$428	na	na	\$402	na	na
Family	\$1,710	na	\$2,018	na	\$2,097	na	na	\$2,153	na	na
HMO Plans										
Individual	\$220	na	\$333	na	\$365	na	na	\$435	na	na
Family	\$1,806	na	\$1,804	na	\$2,055	na	na	\$2,466	na	na
Fee-for-Service Plans										
Individual	\$243	na	\$426	na	\$456	na	na	\$385	na	na
Family	\$1,689	na	\$2,082	na	\$1,989	na	na	\$2,027	na	na

a. Includes all employees in K-12 schools and higher education.

b. Teachers in K-12 education.

c. Teachers in K-12 and higher education.

Sources: U.S. Department of Labor, "Employment Cost Trends," Table 2, <http://stats.bls.gov/>. U.S. Department of Labor, "Employee Benefits in State and Local Government," February 1992, July 1994, May 1996 and December 2000.

TABLE II-8

**TOTAL COMPENSATION OF EDUCATION WORKERS COMPARED TO WHITE-COLLAR WORKERS
(SECOND-QUARTER EMPLOYMENT COST INDEX)**

	CPI	Total Compensation			Wages and Salaries			Benefits		
		Private White- Collar	K-12 Education Workers	All Profes- sionals	Private White- Collar	K-12 Education Workers	All Profes- sionals	Private White- Collar	K-12 Education Workers	All Profes- sionals*
2000	138.0	151.1	144.7	148.3	148.3	144.6	146.4	158.5	145.0	153.3
1999	133.5	144.1	140.0	142.2	142.1	139.9	141.0	149.4	140.3	145.4
1998	130.1	139.4	136.2	138.3	137.0	136.1	136.6	145.6	136.5	142.8
1997	128.1	134.1	133.3	134.6	131.3	132.6	132.3	141.5	135.1	140.7
1996	125.8	130.0	130.5	131.4	127.0	129.5	128.8	138.4	133.1	138.3
1995	121.8	126.2	127.4	127.5	122.7	125.8	124.7	136.0	131.6	134.9
1994	118.7	122.5	123.8	124.2	119.3	121.8	121.3	131.6	129.1	131.8
1993	115.6	118.3	120.8	120.6	115.5	118.8	118.0	125.9	126.1	127.5
1992	112.5	114.2	117.1	116.2	112.3	115.3	114.4	119.4	121.8	120.9
1991	109.4	110.3	113.0	111.7	109.1	111.7	110.4	113.8	116.4	115.1
1990	106.1	105.5	107.1	106.3	104.9	105.9	105.5	107.1	110.3	108.4
1989	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1988	95.6	95.1	93.8	na	95.6	94.5	na	94.0	92.0	na
1987	91.5	91.2	88.7	na	91.9	89.8	na	88.9	85.8	na
1986	87.6	88.2	84.3	na	89.0	85.4	na	86.0	81.4	na
1985	86.7	84.6	79.2	na	85.2	80.3	na	82.7	76.3	na
1984	83.5	80.8	74.0	na	81.4	75.3	na	79.0	70.6	na
1983	80.3	76.0	69.1	na	77.1	70.9	na	73.0	64.4	na
1982	77.4	71.3	64.4	na	72.8	66.6	na	67.4	58.6	na
1981	74.5	66.5	58.9	na	67.9	61.2	na	63.0	52.8	na

* Estimates.

Source: U.S. Department of Labor, Employment Cost Index, <http://stats.bls.gov/>.

III. Beginning Teacher Salaries and the Hot College Job Market

Introduction

In the first half of the 1990s, the supply and demand for new teachers was balanced. Then, a substitute teacher shortage emerged. Stories of rampant out-of-field teaching and of districts issuing emergency teaching credentials soon followed. Today, a broad-based teacher shortage exists.

Four main factors are at the root of this shortage. The first is the strong market for college graduates in the late 1990s—in contrast to a depressed market in the first half of the decade. College graduates are choosing careers that pay more than teaching. The second and third factors are demographic: a rapidly aging teaching force (a greater percentage of teachers are reaching retirement age than at any point since World War II) and increasing enrollments (the result of what demographers call the “baby boomlet”). The impact of increasing enrollment has diminished in the past couple of years. (See Figure III-1.) Policy drives the fourth factor. The increase in the number of teachers continues to grow despite the slowdown in enrollment growth because several state legislatures have funded class size reduction efforts.

In this section, we present beginning teacher salary data for the 50 states as well as data on the economic and demographic trends that contribute to the high demand for new teachers.

Highlights—Beginning Teacher Salaries

- The average beginning teacher salary of \$27,989 in 1999-2000 rose 4.2 percent from the previous year compared to the 3.2 percent average salary increase for all teachers. See Table III-1.
- Washington reported the largest increase in beginning teacher salaries—more than 12 percent. Texas and North Carolina followed with increases exceeding 11 percent. Only four other states reported increases of 5 percent or more. See Table III-1.
- Oklahoma reported less than a 1.0 percent increase in the average salaries for beginning teachers. Even in a period of teacher shortage, two of every three states reported that the salaries for new teachers did not keep pace with inflation in 1999-2000. See Table III-1.
- Thirty-nine states reported the same or larger percentage increases for beginning teacher salaries than they reported for the increase in the average salary of all teachers. See Table III-1. The gap suggests that many experienced teachers at the top of the salary schedule are retiring.
- Alaska reported the highest salary for beginning teachers, \$33,676. North Dakota reported the lowest, \$20,422, when it became the last state to pass the \$20,000 mark for new teachers. See Table III-1.

- Eleven states reported starting salaries that are \$30,000 or above; Eleven states, reported an average beginning teacher salary under \$24,000. See Table III-1.

Highlights—Demographic Trends

- More teachers are approaching retirement. Large numbers of teachers were hired during the baby-boom enrollment surge of the 1960s. Those teachers who stayed in the profession for their entire career are now anticipating retirement as evidenced by the growing percentage of teachers over age 50 who have 20 or more years of experience. See Figure III-1.
- Until the past couple of years, strong enrollment growth has created demand for additional teaching positions. After a decade of enrollment decreases beginning in the early 1970s, enrollment in public schools started to grow again in 1982. For most of the 1990s, enrollment grew at almost the same rate as during the baby-boom years of the 1960s. For the past three years, enrollment growth slowed. See Figure III-2.
- The number of teaching positions grew at a faster rate than enrollment during the 1970s and 1980s. Much of the new hiring occurred in order to meet new special education mandates. Beginning in 1992, however, the growth in teaching positions began to coincide with enrollment growth. Limits on education spending and cuts in special education budgets enacted by fiscally conservative governors and state legislatures curbed the growth rate of the teaching force and exacerbated the shortage of teachers, especially in the special education field. Efforts in many states to reduce class size have kept the demand for new teachers high even though growth in student enrollment recently slowed. See Figure III-2.

Highlights—The Job Market for College Graduates

- In the early 1990s, corporate downsizing contributed to a poor job market for new college graduates. New teacher salaries increased at two or three times the rate of the salary offers for new college graduates. Beginning in 1995, however, unemployment fell, and the labor market for new college graduates grew red hot. During the past six years, salary offers for college graduates in all fields have grown faster than offers for new teachers. In several fields, salary offers grew at twice the rate for new teachers. In 2000, new college graduates received average salary offers reaching almost \$40,000 compared to an average beginning teacher salary of \$27,989. See Figure III-3 and Table III-2.
- Between 1990 and 1995, the growth in beginning teacher salaries outpaced beginning salaries in fields requiring similar education credentials. Since 1995, however, beginning teacher salaries increased just 16.6 percent, the slowest rate of any field. Salaries in all other fields except chemistry grew nearly twice as fast (31.9 percent) as teaching. Over the entire decade, teacher salaries increased at about the same rate as pay for accounting, sales/marketing and chemistry majors, but beginning teaching salaries lost ground to beginning salaries in engineering, business administration, math/statistics and computer science. See Figure III-4.

- The plans of college freshmen to become teachers, a common measure of new teacher supply, correlates strongly with job availability. Throughout most of the 1990s, the percentage of college freshmen planning teaching careers hovered near 10 percent, down from the 1960s and early 1970s when more than 20 percent of college freshmen planned to pursue teaching careers, and up slightly from the 1980s. In 1999 and 2000, plans to teach increased slightly due to continued growth in the number of teachers. See Figure III-2.

Figure III-1
Teacher Age and Experience Trends

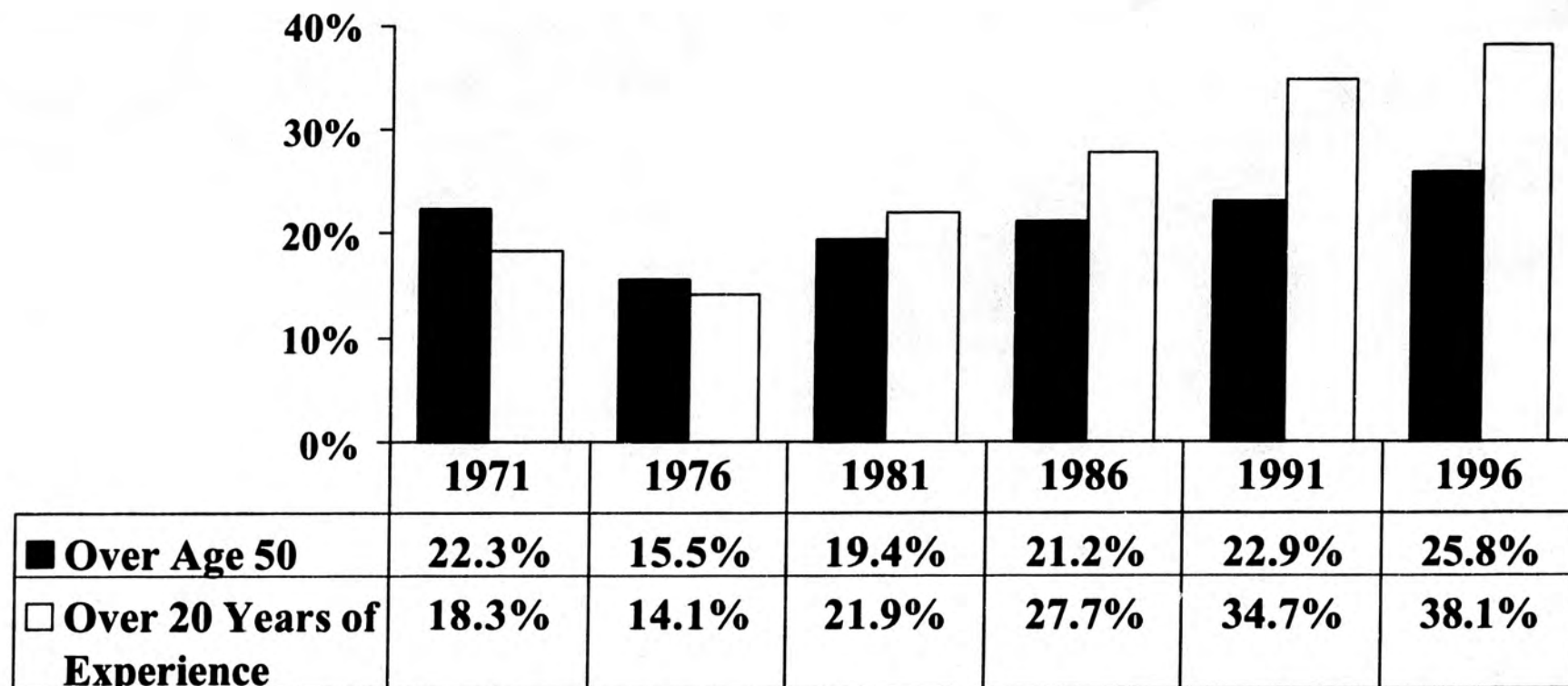


Figure III-2
Teacher and Enrollment Trends and
Plans of College Freshmen To Teach

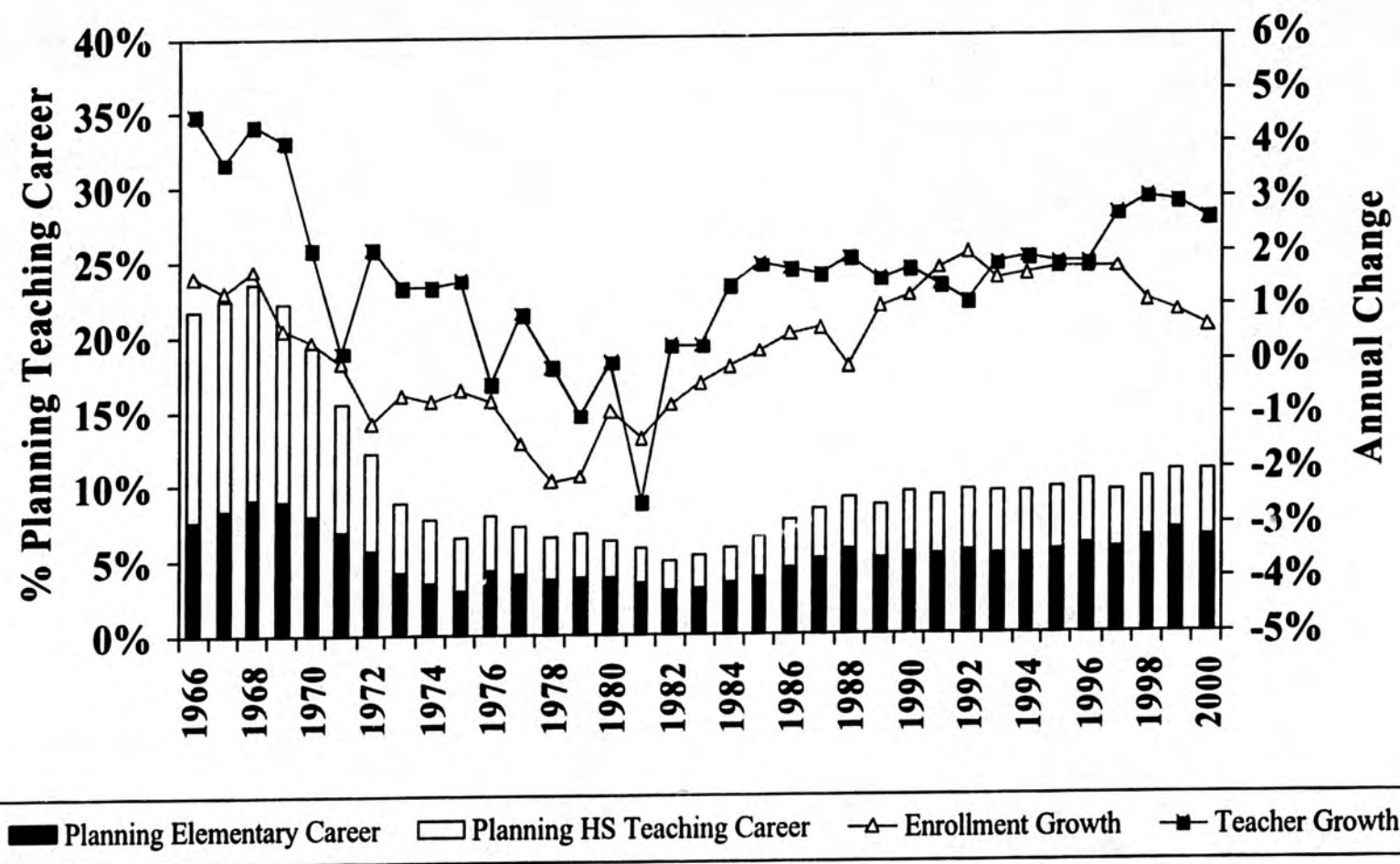
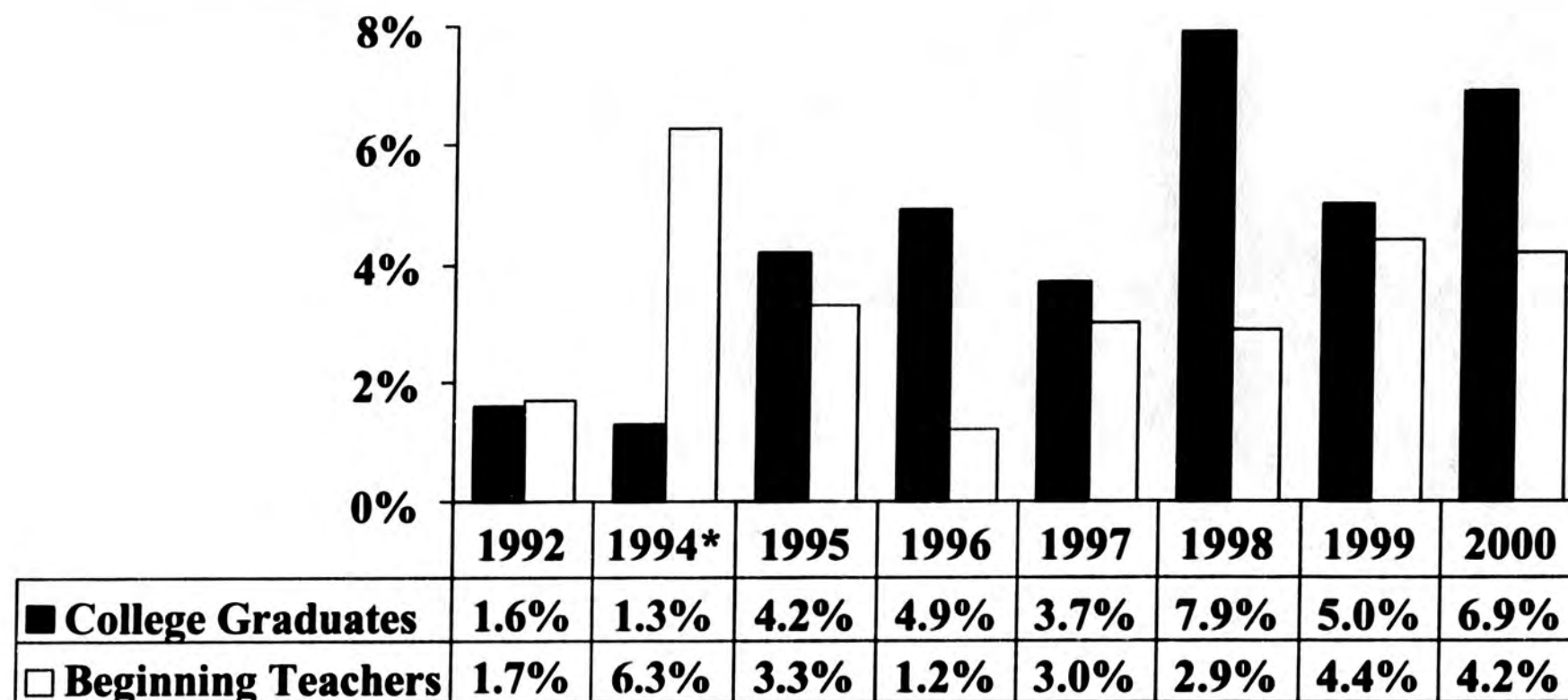
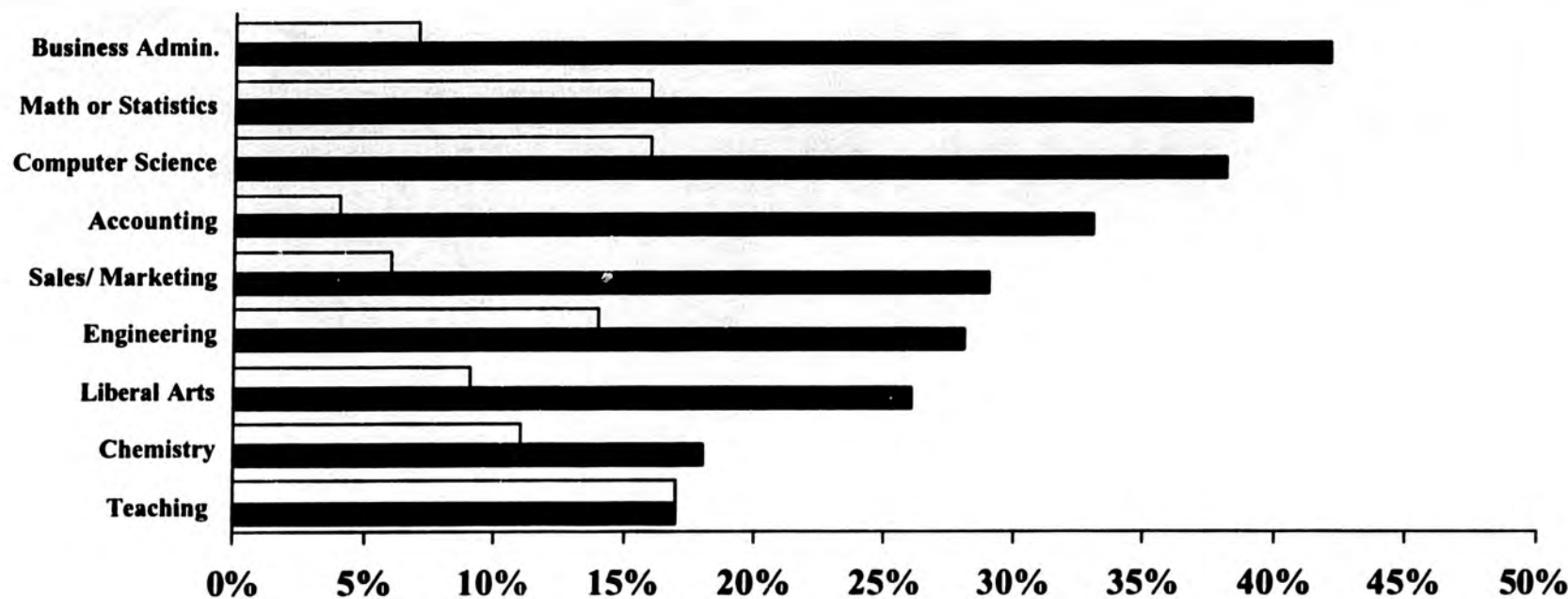


Figure III-3
Annual Change in Salary of New College Graduates
Compared to Beginning Teachers



*Reflects a two-year change--1992 to 1994.

Figure III-4
Changes in New Teacher Salaries Compared to
Salary Offers in Other Fields



	Teaching	Chemistry	Liberal Arts	Engineering	Sales/ Marketing	Accounting	Computer Science	Math or Statistics	Business Admin.
□ 90-95	17%	11%	9%	14%	6%	4%	16%	16%	7%
■ 95-00	17%	18%	26%	28%	29%	33%	38%	39%	42%

Figure III-5
New Teacher Salaries Lag Behind Beginning
Salaries in Other Occupations

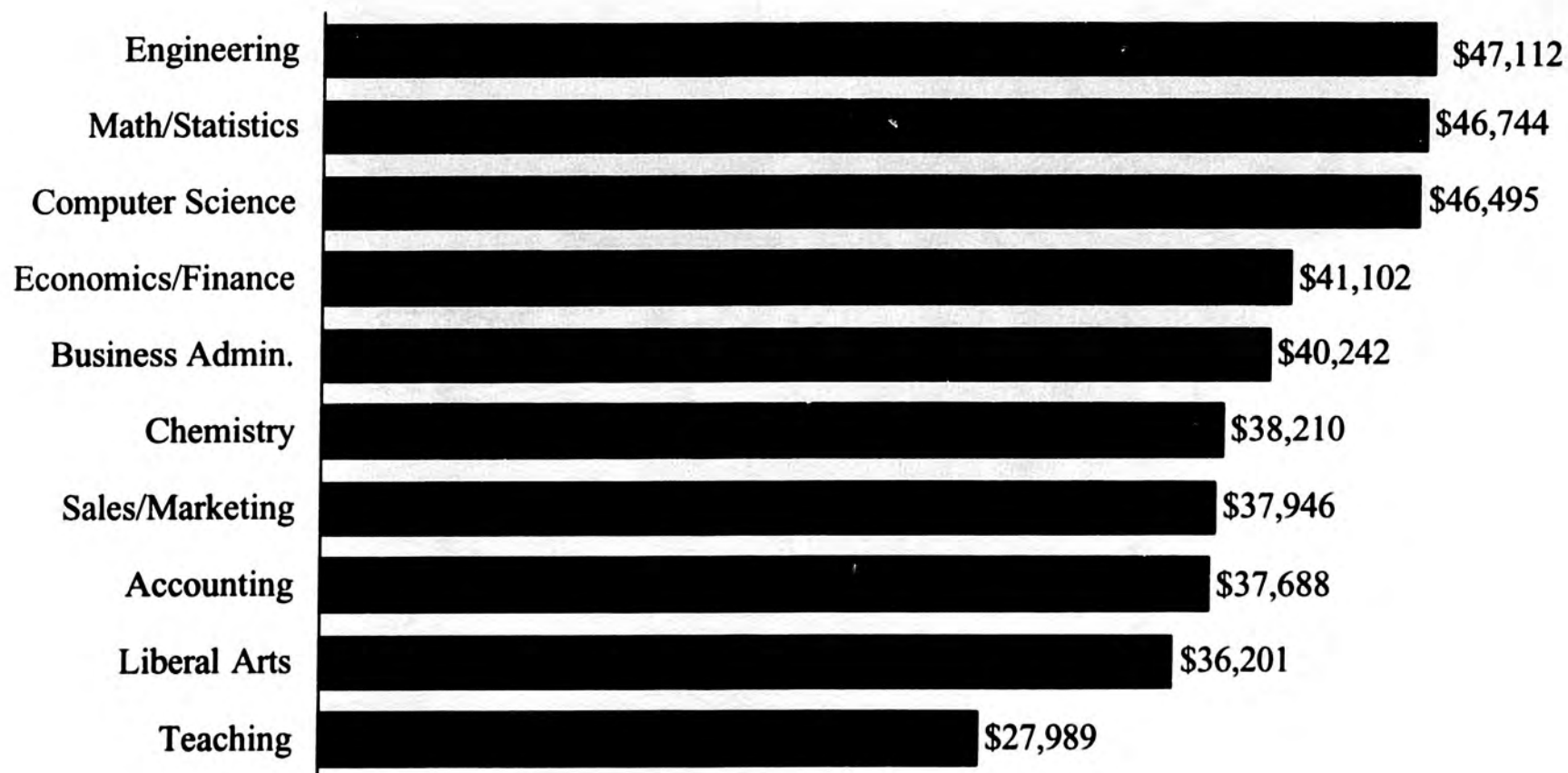


TABLE III-1

ACTUAL AVERAGE BEGINNING BA TEACHER SALARIES, 1998-99 AND 1999-2000

State	Beginning Salary 1999-00	Average Salary 1999-00	Beginning To Average Salary Ratio	Beginning Salary 1998-99	Increase In:	
					Beginning Salary	Average Salary
1 Alaska	\$33,676	\$46,481	72.5%	\$33,057	1.9%	0.4%
2 California	32,190	47,680 a,c	67.5%	31,129	3.4%	3.4%
3 New York	31,910	51,020 g	64.8%	30,808	3.6%	3.1%
4 Delaware	30,945 a	44,435 a	64.1%	29,981	3.2%	3.8%
5 District of Columbia	30,850	48,304	69.4%	30,000	2.9%	2.9%
6 New Jersey	30,480 a	50,878 g	59.9%	29,112	4.7%	-1.2%
7 Connecticut	30,466	52,410	58.1%	29,992	1.6%	0.7%
8 Georgia	30,402 c	41,122 c	73.9%	29,491	3.1%	3.4%
9 Massachusetts	30,330 a	46,955 a	64.6%	29,312	3.5%	4.0%
10 Pennsylvania	30,185	48,321 a	62.5%	29,793	1.3%	-0.3%
11 Illinois	30,151 a,e	46,480 a,e	64.9%	28,954	4.1%	2.6%
12 Alabama	29,790 a	36,689	81.2%	29,092	2.4%	2.4%
13 Oregon	29,733 b	45,103 b	65.9%	28,589	4.0%	3.0%
14 Hawaii	29,204	41,292	70.7%	28,315	3.1%	2.2%
15 Nevada	28,734 e	43,083 a	66.7%	28,428	1.1%	1.3%
16 Maryland	28,612	43,720	65.4%	27,605	3.6%	2.7%
17 Michigan	28,545 a	48,729	58.6%	27,822	2.6%	2.7%
18 Texas	28,400	37,567	75.6%	25,586	11.0%	9.4%
19 North Carolina	27,968	39,404	71.0%	25,044	11.7%	6.8%
20 Rhode Island	27,286 a	48,138 a	56.7%	26,237	4.0%	4.0%
21 Tennessee	27,228	36,328	75.0%	26,314	3.5%	2.4%
22 Virginia	26,783 a	38,992 e	68.7%	25,777	3.9%	3.9%
23 Indiana	26,553	41,855	63.4%	26,268	1.1%	1.7%
24 Washington	26,514	41,047	64.6%	23,650	12.1%	6.1%
25 Missouri	25,977	35,660 c	72.8%	25,306	2.7%	2.5%
26 Vermont	25,791 a	36,402	70.9%	25,435	1.4%	1.4%
27 Louisiana	25,738	33,109 c	77.7%	24,102	6.8%	2.2%
28 Minnesota	25,666	40,678 a	63.1%	24,468	4.9%	3.0%
29 Arizona	25,613 a	34,824	73.5%	24,755	3.5%	4.9%
30 Wisconsin	25,344	39,897 c	63.5%	24,839	2.0%	1.3%
31 Iowa	25,275	35,678 c	70.8%	24,132	4.7%	1.9%
32 Kansas	25,252	36,282 c,f	69.6%	24,648	2.5%	2.5%
33 South Carolina	25,215	36,081	69.9%	23,827	5.8%	4.6%
34 Florida	25,132	36,722	68.4%	24,402	3.0%	2.2%
35 New Mexico	25,042 a	32,713	76.6%	24,393	2.7%	2.7%
36 Colorado	24,875 a	39,073 a	63.7%	24,293	2.4%	2.4%
37 Kentucky	24,753	36,255 c	68.3%	24,387	1.5%	2.5%
38 New Hampshire	24,650 a	37,734	65.3%	24,406	1.0%	0.9%
39 Wyoming	24,168	34,188	70.7%	23,507	2.8%	2.1%
40 Oklahoma	24,025	29,525	81.4%	23,818	0.9%	0.3%
41 West Virginia	23,829	35,011 c	68.1%	23,316	2.2%	2.2%
42 Ohio	23,597	41,713	56.6%	23,096	2.2%	2.4%
43 Utah	23,273	34,946	66.6%	22,941	1.4%	2.5%
44 Mississippi	23,040 h	31,897	72.2%	21,145	9.0%	7.9%
45 Maine	22,942	35,561	64.5%	22,513	1.9%	1.9%
46 Nebraska	22,923	33,237	69.0%	22,611	1.4%	1.1%
47 Arkansas	22,599	33,691 c	67.1%	21,975	2.8%	2.7%
48 South Dakota	21,889 a	29,072	75.3%	21,376	2.4%	2.4%
49 Montana	20,969	32,121 c	65.3%	20,732	1.1%	2.4%
50 Idaho	20,915	35,155	59.5%	20,306	3.0%	3.2%
51 North Dakota	20,422	29,863	68.4%	19,136	6.7%	3.0%
U.S. Average	\$27,989	\$41,820	64.5%	\$26,855	4.2%	3.2%
Guam	\$26,197 d	\$34,947 d	83.9%	\$26,197	0.0%	2.1%
Puerto Rico	\$18,700	\$24,980	72.1%	\$18,000	3.9%	4.1%
Virgin Islands	\$22,751	\$33,310	68.3%	\$22,751	0.0%	-4.2%

a. AFT estimate; b. includes employer pick-up of employee pension contribution where applicable; c. includes extra-duty pay; d. includes health care contributions where applicable; e. includes pension and extra-duty pay where applicable; f. estimated to exclude fringe benefits at 8 percent; g. median; h. includes estimated \$1,000 in local supplements.

Source: American Federation of Teachers, annual survey of state departments of education.

Table III-2

SALARIES FOR BEGINNING TEACHERS AND SALARY OFFERS FOR NEW COLLEGE GRADUATES

	1991	1992	1994	1995	1996	1997	1998	1999	2000
College Graduates									
Average Salary Offer	\$28,209	\$28,688	\$29,029	\$30,236	\$31,721	\$32,909	\$35,524	\$37,313	\$39,889
Annual Change		1.6%	1.3% *	4.2%	4.9%	3.7%	7.9%	5.0%	6.9%
Change 1991 to 1995				7.2%					
Change 1995 to 2000									31.9%
Beginning Teachers									
Average Salary Offer	\$21,481	\$21,856	\$23,231	\$23,997	\$24,285	\$25,015	\$25,735	\$26,855	\$27,989
Annual Change		1.7%	6.3% *	3.3%	1.2%	3.0%	2.9%	4.4%	4.2%
Change 1991 to 1995				11.7%					
Change 1995 to 1999									16.6%
Beginning Teacher to									
College Grad Salary Ratio	0.76	0.76	0.80	0.79	0.77	0.76	0.72	0.72	0.70

* This represents a two-year change--1992 to 1994. Data for 1993 are unavailable.

Source: AFT calculations from National Association of Colleges and Employers (NACE). American Federation of Teachers, annual survey of state departments of education.

TABLE III-3

BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE GRADUATES TO BE HIRED IN SPRING

	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching*	\$6,970	\$8,611	\$10,657	\$12,595	\$14,278	\$16,692	\$18,657	\$20,529	\$21,856	\$23,231	\$24,285	\$25,735	\$26,855	\$27,989
Engineering	10,608	13,980	20,136	25,128	26,844	28,512	29,820	32,304	35,064	35,736	38,481	42,862	44,362	47,112
Accounting	10,356	12,396	15,720	18,876	20,172	21,216	24,324	27,408	28,440	28,860	29,960	33,702	35,555	37,688
Sales/Marketing	8,904	11,316	15,936	18,072	19,620	20,688	22,848	27,828	27,144	28,452	30,714	33,252	36,278	37,946
Business Admin.	8,568	10,224	14,100	17,940	19,416	21,324	22,920	26,496	27,024	27,768	30,140	34,831	36,886	40,242
Liberal Arts	8,328	10,020	13,296	16,956	19,344	21,060	22,596	26,244	26,472	27,852	29,979	33,600	34,776	36,201
Chemistry	9,840	11,928	17,124	21,552	24,192	24,264	25,692	29,088	30,048	30,960	33,938	36,036	36,252	38,210
Math or Statistics	9,276	12,384	17,604	20,892	22,416	23,976	26,112	28,944	28,944	31,392	33,279	40,523	41,698	46,744
Economics/Finance	9,240	10,644	14,472	18,564	20,484	22,284	23,136	26,712	27,072	29,484	31,754	36,658	38,234	41,102
Computer Sciences	na	na	17,712	22,068	24,864	26,172	27,372	29,100	31,488	31,728	35,481	40,920	42,500	46,495
2000 DOLLARS														
	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching	\$28,536	\$25,744	\$21,487	\$22,454	\$23,593	\$26,284	\$26,940	\$26,697	\$26,800	\$27,002	\$26,643	\$27,321	\$28,615	\$27,989
Engineering	43,430	41,796	40,599	44,798	44,358	44,897	43,060	42,010	42,996	41,537	42,217	45,503	47,268	47,112
Accounting	42,399	37,060	31,695	33,652	33,333	33,408	35,123	35,643	34,874	33,545	32,869	35,778	37,885	37,688
Sales/Marketing	36,454	33,831	32,131	32,219	32,421	32,577	32,992	36,189	33,284	33,070	33,696	35,301	38,655	37,946
Business Admin.	35,078	30,567	28,429	31,983	32,083	33,578	33,096	34,457	33,137	32,275	33,067	36,977	39,303	40,242
Liberal Arts	34,096	29,957	26,808	30,229	31,964	33,162	32,628	34,129	32,460	32,373	32,890	35,670	37,054	36,201
Chemistry	40,286	35,661	34,526	38,423	39,975	38,208	37,099	37,827	36,845	35,986	37,234	38,257	38,628	38,210
Math or Statistics	37,977	37,024	35,494	37,246	37,041	37,754	37,705	37,640	35,492	36,488	36,511	43,020	44,430	46,744
Economics/Finance	37,830	31,822	29,179	33,096	33,848	35,090	33,408	34,738	33,196	34,270	34,838	38,917	40,739	41,102
Computer Sciences	na	na	35,711	39,343	41,086	41,212	39,525	37,843	38,611	36,878	38,926	43,442	45,284	46,495

(Table III-3 Continued)

RATIO OF BEGINNING TEACHER SALARIES TO EXPECTED SALARIES OF COLLEGE GRADUATES

	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Engineering	0.66	0.62	0.53	0.50	0.53	0.59	0.63	0.64	0.62	0.65	0.63	0.60	0.61	0.59
Accounting	0.67	0.69	0.68	0.67	0.71	0.79	0.77	0.75	0.77	0.80	0.81	0.76	0.76	0.74
Sales/Marketing	0.78	0.76	0.67	0.70	0.73	0.81	0.82	0.74	0.81	0.82	0.79	0.77	0.74	0.74
Business Admin.	0.81	0.84	0.76	0.70	0.74	0.78	0.81	0.77	0.81	0.84	0.81	0.74	0.73	0.70
Liberal Arts	0.84	0.86	0.80	0.74	0.74	0.79	0.83	0.78	0.83	0.83	0.81	0.77	0.77	0.77
Chemistry	0.71	0.72	0.62	0.58	0.59	0.69	0.73	0.71	0.73	0.75	0.72	0.71	0.74	0.73
Math or Statistics	0.75	0.70	0.61	0.60	0.64	0.70	0.71	0.71	0.76	0.74	0.73	0.64	0.64	0.60
Economics/Finance	0.75	0.81	0.74	0.68	0.70	0.75	0.81	0.77	0.81	0.79	0.76	0.70	0.70	0.68
Computer Sciences	na	na	0.60	0.57	0.57	0.64	0.68	0.71	0.69	0.73	0.68	0.63	0.63	0.60

ANNUAL PERCENT INCREASE IN BEGINNING TEACHER SALARIES AND EXPECTED SALARIES OF COLLEGE GRADUATES

	1972	1976	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	1999	2000
Teaching	na	6.9%	5.9%	7.9%	5.5%	7.8%	5.6%	6.1%	1.7%	2.0%	1.2%	2.9%	4.4%	4.2%
Engineering	na	9.7%	10.1%	12.3%	4.0%	6.1%	3.1%	5.6%	2.1%	3.1%	4.9%	7.1%	3.5%	6.2%
Accounting	na	4.3%	6.6%	11.2%	3.6%	2.9%	5.8%	3.2%	0.2%	-0.7%	5.5%	9.0%	5.5%	6.0%
Sales/Marketing	na	9.4%	21.7%	4.9%	5.2%	0.3%	12.9%	8.8%	0.7%	4.9%	4.5%	4.0%	9.1%	4.6%
Business Admin.	na	4.7%	4.7%	10.7%	4.6%	7.2%	4.3%	8.7%	3.1%	0.1%	6.0%	7.1%	5.9%	9.1%
Liberal Arts	na	7.6%	4.3%	10.3%	5.9%	11.9%	10.2%	7.8%	1.4%	0.7%	4.4%	8.7%	3.5%	4.1%
Chemistry	na	7.1%	8.3%	10.3%	8.3%	0.2%	-5.0%	2.1%	-5.9%	0.0%	5.1%	-6.2%	0.6%	5.4%
Math or Statistics	na	4.0%	21.7%	12.3%	3.3%	5.6%	2.2%	9.9%	-3.2%	5.4%	-1.2%	13.8%	2.9%	12.1%
Economics/Finance	na	-3.1%	10.7%	10.0%	3.8%	6.3%	5.2%	5.4%	-2.1%	2.6%	7.7%	8.6%	4.3%	7.5%
Computer Sciences	na	na	14.8%	8.4%	7.1%	8.3%	4.2%	4.8%	-2.1%	0.5%	5.4%	11.0%	3.9%	9.4%

* Beginning teacher salaries prior to 1990 are from ERS; beginning teacher salaries after 1990 are from AFT survey.

Sources: Victor Lindquist, *The Northwestern Endicott Report*, Northwestern University: Evanston, Ill., editions from 1973 to 1994. National Association of Colleges and Employers, *Salary Survey*, September issues since 1995. Educational Research Service, *Salaries Paid Professional Personnel in Public Schools*, editions since 1973-74. American Federation of Teachers, annual survey of state departments of education.

IV. Teacher Salaries in School Districts Serving the Nation's 100 Largest Cities

Introduction

This section of the *AFT Survey and Analysis of Teacher Salary Trends 2000* focuses on teacher salaries in school districts serving the nation's 100 largest cities. The salary data in this section come from the Civilian Personnel Management Service, Wage and Salary Division of the U.S. Department of Defense (DOD). Congress requires that the 12,000 teachers in the overseas DOD dependent school system be paid a salary comparable to teachers in U.S. cities of more than 100,000 residents.

We present data for the entry-level salary, the highest scheduled salary for a master's degree and the maximum salary, regardless of degree. Generally, the MA-maximum and the maximum figures are reached in continuous steps and do not include longevity increments. Longevity steps are non-annual steps added to the top of a salary schedule to reward teachers for service. The amount and timing vary in each school district. Table IV-12 shows the 1999-2000 DOD teacher salary schedule. In 1999-2000, annual steps ended at the 14th year. For teachers with an MA, longevity steps of \$1,120 were given in the 18th, 22nd, 26th and 30th years of teaching service.

Highlights

- Nineteen school districts reported maximum salaries exceeding \$60,000. In most districts, teachers must hold a doctorate degree to earn the maximum salary. Yonkers, had the highest maximum salary in 1999-2000 at \$83,375, followed by Jersey City, N.J. (\$78,900); Rochester, N.Y. (\$73,741); Newark (\$67,458), and Pittsburgh (\$66,700). See Table IV-1.
- Only seven districts reported maximum salaries below \$45,000. Oklahoma City reported the lowest (\$37,100). See Table IV-1.
- At the maximum salary level for teachers with a master's degree, 38 school districts reported salaries greater than \$50,000: Yonkers reported the highest (\$74,951), followed by Jersey City (\$73,500), Pittsburgh (\$65,100), Newark (\$64,677), and Rochester, N.Y. (\$62,888). See Table IV-2.
- Nine districts reported MA-maximum salaries below \$40,000. Oklahoma City reported the lowest salary (\$35,700). Three other districts also reported MA-maximum salaries under \$38,000: Tulsa (\$36,450); Wichita (\$37,088); and Fresno (\$37,657). See Table IV-2.
- Thirty-six school districts reported salaries of \$30,000 or higher for beginning teachers holding a bachelor's degree. Fremont, Calif., reported a BA-minimum salary of \$39,535, followed by Yonkers (\$37,045); Newark (\$36,500), and Chicago (\$34,824). See Table IV-3.

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- Ten districts reported BA-minimum salaries of less than \$25,000. Lincoln, Neb., reported the lowest BA-minimum salary (\$20,905). No other district paid less than \$23,000, but Little Rock, Tucson, Oklahoma City and Tulsa paid less than \$24,000 at the BA-minimum level. See Table IV-3.
- School districts in the East and Midwest regions reported higher salaries than other regions, on average. The Plains regions reported the lowest. School districts reporting the highest MA-maximum salaries for their respective regions: Yonkers (\$74,951); Detroit (\$61,581); Miami (\$57,000); Lincoln (\$48,811); San Antonio (\$55,723); and Anaheim (\$60,197). See Table IV-4.
- Many teachers begin teaching with a BA degree and earn an MA at some point during their career. Table IV-5 shows the average annual increase from the BA-minimum to the MA-maximum based on the number of steps in a district. Pittsburgh reported the largest annualized change between the BA-minimum and the MA-maximum at \$3,150. Fourteen other school districts reported changes of \$2,000 or more. The annual step and lane change averaged \$1,135, taking an average of 18 years to reach MA-maximum pay. Lubbock, Texas, reported the lowest change—just \$411. See Table IV-5.
- The ratio of the MA-maximum to the BA-minimum averaged 1.71 in 1999-2000. Lincoln had the highest ratio (2.33). Fresno had the lowest (1.33). Six districts had MA-maximum salaries that were at least two times greater than the BA-minimum. See Table IV-6.
- Table IV-7 uses a cost-of-living index based on the “Intercity Cost of Living Index” calculated by the American Chamber of Commerce Researchers Association (ACCRA). The 100 largest cities had an unweighted average cost-of-living index of 108.0 (100 is the average of all cities in the ACCRA survey). See Table IV-7.
- After adjusting MA-maximum salaries to the cost-of-living index, low-paying districts still tended to rank low, and high-paying districts still tended to rank high. Little Rock, Lubbock and Omaha had the biggest shift upward when cost-of-living was calculated. Little Rock moved from a rank of 87 to 35. Lubbock moved from a rank of 68 to 29. Omaha moved from 76 to 46. Long Beach, Boston and New York City had the largest shifts downward. Long Beach moved from 13 to 90. Boston moved from a rank of 12 to 75. New York City went from 7 to 68. See Table IV-8.
- The ratio of the average pay for teachers in 1999-2000 at the MA-maximum level to the 1999 average annual pay for all private sector workers was 1.46 in the 100 cities. The category of all workers includes all education levels and generally less experienced workers. The ratio was highest in El Paso (2.01), followed by San Antonio (1.99), Pittsburgh (1.97) and Rochester, N.Y. (1.93). It was lowest in San Jose (0.78) and Seattle (.88). See Table IV-9.
- The ratio of average pay for teachers in 1999-2000 at the MA-maximum level to the 1998 per-capita income in metropolitan areas averaged 1.75 in the 100 largest cities. The ratio was highest in El Paso (2.98) and lowest in Seattle (1.05) and San Francisco (1.09). See Table IV-10.

- The ratio of average pay for teachers at the MA-maximum level to the 1999-2000 state average teacher salary was 1.19 in the 100 cities. The ratio was highest in Yonkers (1.59) and lowest in Fresno (0.79). In all but eight cities, the average teacher salary in the state was less than the MA-maximum salary. See Table IV-11.

Technical Notes

Wage Data in the 100 Largest Cities. The data in this section are presented as collected by the Civilian Personnel Management Service, Wage and Salary Division of the U.S. Department of Defense (DOD), except as noted in Table IV-1. DOD collects beginning and maximum salaries for the BA, MA and maximum pay lanes. Every effort is made to equate one step with one year of experience. The maximum salary represents the top salary reached in continuous annual increments rather than the maximum salary including longevity increments. Maximum salaries apply only to the regular school day and school year. They do not include pay for extended-day and summer employment.

As noted in Table IV-1, New York City and Baltimore maximum salary data are presented for non-continuous steps because the longevity pay grades are, in effect, equivalent to continuous steps. The DOD does not provide data for those school districts with salary schedules that do not specify a specific pay level for a master's degree or a maximum. AFT provides an estimate for these districts based on phone surveys with the districts and a variety of other sources.

Cost-of-Living Index. The cost-of-living index in Table IV-7 is based on the "Intercity Cost-of-Living Index" calculated by the American Chamber of Commerce Researchers Association (ACCRA). The items and weighting used by ACCRA reflect the typical expenditures of a family headed by a middle management-level executive. ACCRA personnel price all items at the local level¹ at a specified time and by standard specifications. The index for Honolulu is an approximation based on several indexes included in *Poverty Measurement, Adjusting for Geographic Cost-of-Living Difference*, U.S. General Accounting Office, Washington, D.C., 1995. (GAO/GGD-95-64).

Figure IV-1
Maximum Salary with Master's Degree:
100 Largest Cities 1999-2000

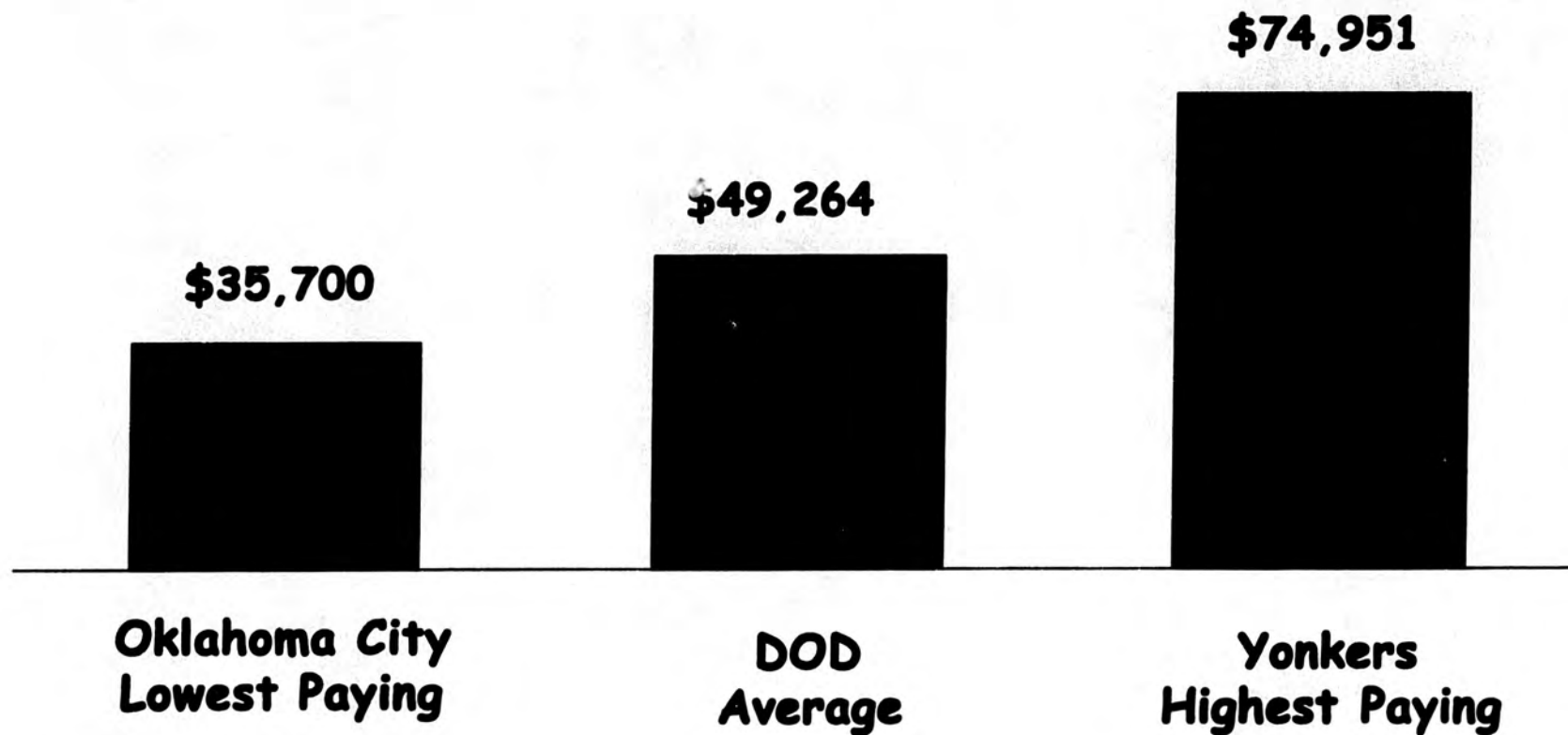


Figure IV-2
Minimum Salary with Bachelor's Degree:
100 Largest Cities 1999-2000

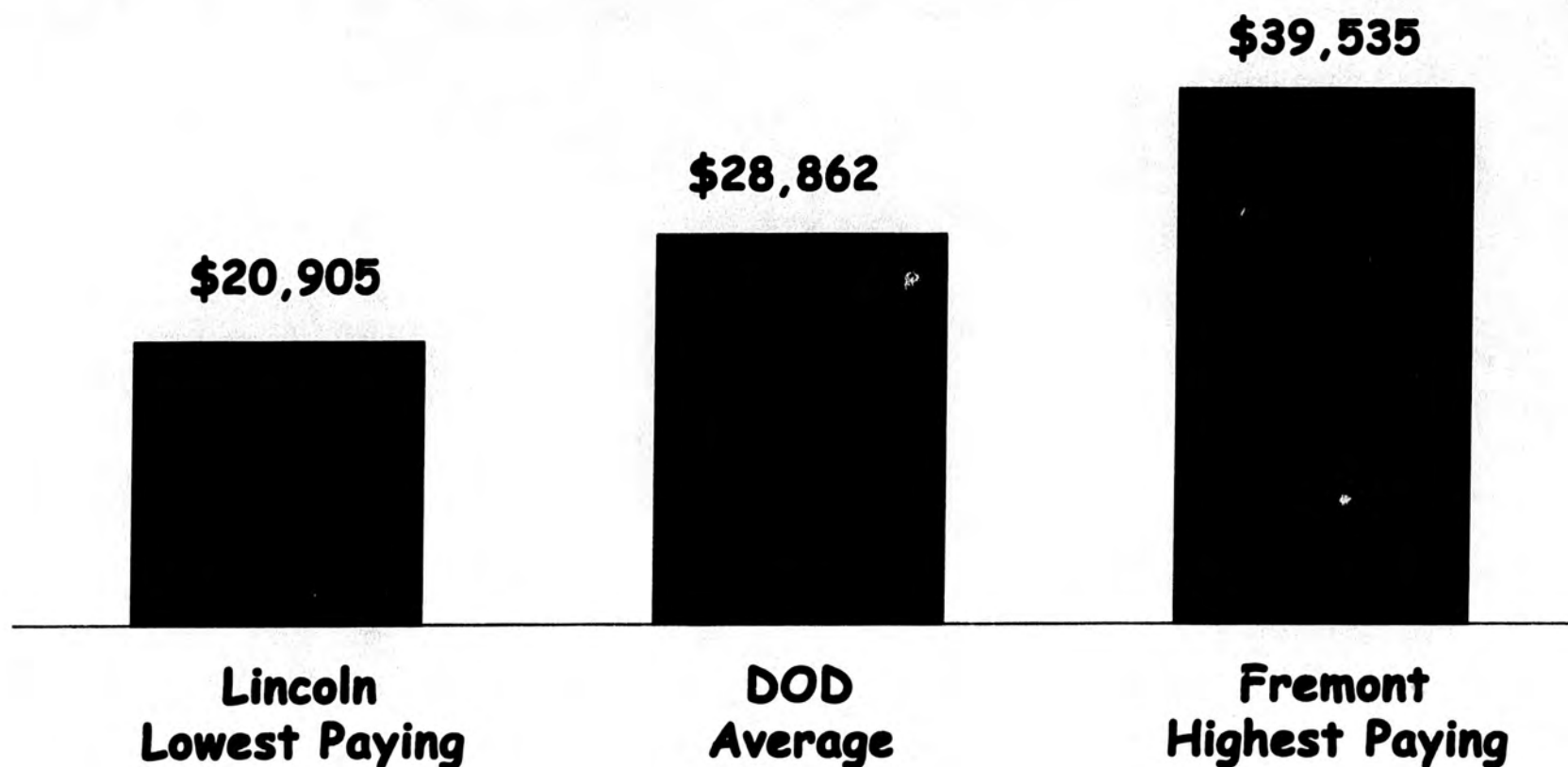


TABLE IV-1

**1999-2000 BA-MINIMUM, MA-MAXIMUM AND MAXIMUM SALARIES
RANKED BY CITY SIZE (1990 CENSUS)**

	-----BA-----		-----MA-----		-----MAX-----		Steps
	Minimum	Rank	Maximum	Rank	Maximum	Rank	
1 NEW YORK, NY	\$30,807	32	\$60,306 c	7	\$64,298 c,b	10	20
2 LOS ANGELES, CA	32,569	16	45,166	75	59,078	24	10
3 CHICAGO, IL	34,824 d	4	57,136 d	9	61,980 d	13	12
4 HOUSTON, TX	32,003	21	51,525	35	54,159	52	28
5 PHILADELPHIA, PA	30,379	34	53,573	21	60,758	17	11
6 SAN DIEGO, CA	30,901	31	48,436	52	59,670	22	12
7 DETROIT, MI	32,883	12	61,581	6	62,581	12	10
8 DALLAS, TX	33,000	11	52,821	26	54,821	50	28
9 PHOENIX, AZ	25,086	90	44,113	79	49,894 a	95	13
10 SAN ANTONIO, TX	32,000	22	55,723	14	55,723 a	42	29
11 SAN JOSE, CA	32,397	18	47,773	57	57,383	32	8
12 INDIANAPOLIS, IN	27,281	66	52,855	25	56,442	37	20
13 BALTIMORE, MD	28,449	49	48,598 c	49	52,130 c	64	15
14 SAN FRANCISCO, CA	31,172	28	49,262 a	44	49,262 a	27	12
15 JACKSONVILLE, FL	26,200	78	47,900	56	50,800	72	23
16 COLUMBUS, OH	31,194	27	55,554	15	60,262	19	16
17 MILWAUKEE, WI	27,333	65	52,311	31	58,348	25	17
18 MEMPHIS, TN	30,966	29	47,238	63	53,975	53	19
19 WASHINGTON, DC	30,945	30	52,496	30	55,607	44	13
20 BOSTON, MA	34,612	5	56,431	12	62,741	11	8
21 SEATTLE, WA	25,716	80	38,773	96	52,366	62	12
22 EL PASO, TX	28,012	56	48,791	46	49,791	77	31
23 NASHVILLE, TN	26,226	76	45,174	74	53,501	55	17
24 CLEVELAND, OH	28,666	47	55,163	16	56,471 b	36	16
25 NEW ORLEANS, LA	25,439	85	41,478	89	42,865	97	26
26 DENVER, CO	25,588	84	47,128	64	57,293	33	13
27 AUSTIN, TX	29,730	37	47,950	55	47,950	83	25
28 FORT WORTH, TX	33,050	10	52,776	28	55,182	48	31
29 OKLAHOMA CITY, OK	23,400	96	35,700	100	37,100	100	23
30 PORTLAND, OR	27,997	59	49,869	39	57,966	28	14
31 KANSAS CITY, MO	25,275	86	43,699	81	49,091	81	15
32 LONG BEACH, CA	33,149	9	55,944	13	65,415	6	14
33 TUCSON, AZ	23,180	97	46,359	69	47,132	88	31
34 ST. LOUIS, MO	26,501	72	48,500	50	53,000	58	11
35 CHARLOTTE, NC	26,696	69	54,242	19	56,772	35	30
36 ATLANTA, GA	32,604	15	52,224	32	64,344	9	13
37 VIRGINIA BEACH, VA	27,152	67	50,505	38	51,605	70	19
38 ALBUQUERQUE, NM	24,787	93	39,607	92	44,733	94	25
39 OAKLAND, CA	29,260	40	47,402 a	61	52,668	61	15
40 PITTSBURGH, PA	33,600	8	65,100	3	66,700	5	10
41 SACRAMENTO, CA	29,730	38	42,095	88	56,328	38	12
42 MINNEAPOLIS, MN	27,990	60	52,807	27	61,108	14	11
43 TULSA, OK	23,000	99	36,450	99	42,300	98	19
44 HONOLULU, HI	29,204	43	48,783	47	58,167	26	14
45 CINCINNATI, OH	29,299	39	52,737	29	57,422	31	13
46 MIAMI, FL	30,000	36	57,000	10	61,000	15	20
47 FRESNO, CA	28,379 a	53	37,657	97	51,924	69	6
48 OMAHA, NE	24,761	94	45,020	76	49,522	80	24
49 TOLEDO, OH	28,836	44	43,758	80	47,258	87	11
50 BUFFALO, NY	28,775	45	51,553	34	56,260	39	14

TABLE IV-1 (Continued)

	-----BA-----		-----MA-----		-----MAX-----		Steps
	Minimum	Rank	Maximum	Rank	Maximum	Rank	
51 WICHITA, KS	\$26,237	75	\$37,088	98	\$41,363	99	12
52 SANTA ANA, CA	32,134	20	56,765	11	57,265	34	12
53 MESA, AZ	27,686	62	42,594	86	54,307	51	16
54 COLORADO SPRINGS, CO	25,175	88	44,384	78	55,681	43	17
55 TAMPA, FL	27,587	64	49,267	43	51,973	68	33
56 NEWARK, NJ	36,500	3	64,677	4	67,458	4	13
57 ST. PAUL, MN	28,398	50	53,555	22	60,926	16	12
58 LOUISVILLE, KY	25,185	87	46,591	67	52,006	66	18
59 ANAHEIM, CA	33,908	7	60,197	8	64,950	7	12
60 BIRMINGHAM, AL	29,210	42	40,710	90	47,097	89	12
61 ARLINGTON, TX	31,200	26	49,760	40	51,260	71	31
62 NORFOLK, VA	28,168	55	47,760	58	50,590	73	20
63 LAS VEGAS, NV	26,321	74	42,981	85	53,141	57	11
64 CORPUS CHRISTI, TX	28,700	46	46,300	70	47,800	84	22
65 ST. PETERSBURG, FL	27,000	68	46,050	71	48,150	82	22
66 ROCHESTER, NY	31,750	24	62,888 a	5	73,741 a	3	26
67 JERSEY CITY, NJ	34,500	6	73,500	2	78,900	2	16
68 RIVERSIDE, CA	32,693	13	53,487	23	59,719	20	14
69 ANCHORAGE, AK	30,079	35	48,264	53	67,755	18	11
70 LEXINGTON, KY	25,102	89	43,343	82	50,290	74	27
71 AKRON, OH	26,544	71	49,481	41	52,035	65	13
72 AURORA, CO	24,949	91	46,857	66	53,318	56	13
73 BATON ROUGE, LA	25,716	81	38,853	95	43,287	96	14
74 STOCKTON, CA	32,214	19	44,548	77	55,531	46	12
75 RALEIGH, NC	26,696	70	53,660	20	56,190	40	30
76 RICHMOND, VA	27,659	63	47,011	65	50,249	75	15
77 SHREVEPORT, LA	27,720	61	43,097	83	45,612	91	31
78 JACKSON, MS	24,909	92	43,077	84	49,888	76	27
79 MOBILE, AL	28,394	51	39,058	93	45,140	92	22
80 DES MOINES, IA	24,584	95	45,344	72	49,755	78	17
81 LINCOLN, NE	20,905	100	48,811	45	52,992	59	19
82 MADISON, WI	26,464	73	47,635	60	55,574	45	15
83 GRAND RAPIDS, MI	30,637	33	54,499	18	56,042	41	11
84 YONKERS, NY	37,045	2	74,951	1	83,375	1	15
85 MONTGOMERY, AL	28,394	52	38,857	94	44,939	93	22
86 LUBBOCK, TX	28,000	57	46,490	68	47,490	85	45
87 GREENSBORO, NC	26,210	77	50,970	36	53,850	54	30
88 DAYTON, OH	28,632	48	48,648	48	51,982	67	15
89 HUNTINGTON BEACH, CA	32,536	17	52,953	24	57,801	30	10
90 GARLAND, TX	31,500	25	51,899	33	55,299	47	41
91 GLENDALE, CA	32,653	14	49,436 a	42	59,673	21	12
92 COLUMBUS, GA	29,215	41	47,754	59	59,201	23	20
93 SPOKANE, WA	25,716	82	47,287	62	52,964	60	16
94 TACOMA, WA	25,716	83	40,484	91	47,048	90	13
95 LITTLE ROCK, AR	23,135	98	42,499	87	47,372	86	18
96 BAKERSFIELD, CA	31,971	23	45,185	73	57,645	29	11
97 FREMONT, CA	39,535	1	54,657	17	64,907	8	11
98 FORT WAYNE, IN	25,786	79	48,478	51	52,346	63	18
99 NEWPORT NEWS, VA	28,000	58	48,069	54	49,569	79	33
100 WORCESTER, MA	28,220	54	50,633	37	55,075	49	11
DOD AVERAGE	\$28,862		\$49,264		\$54,767		18

a=AFT estimate; b=MA+42; c=non-continuous increments; d=includes 7% pension pick-up.

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-2

**1999-2000 BA-MINIMUM AND MA-MAXIMUM SALARIES
RANKED BY MA-MAXIMUM SALARY**

-----BA----- MA				-----BA----- MA			
Minimum Rank		Maximum Steps		Minimum Rank		Maximum Steps	
1 YONKERS, NY	\$37,045	2	\$74,951 15	51 FORT WAYNE, IN	\$25,786	79	\$48,478 18
2 JERSEY CITY, NJ	34,500	6	73,500 16	52 SAN DIEGO, CA	30,901	31	48,436 12
3 PITTSBURGH, PA	33,600	8	65,100 10	53 ANCHORAGE, AK	30,079	35	48,264 11
4 NEWARK, NJ	36,500	3	64,677 13	54 NEWPORT NEWS, VA	28,000	58	48,069 33
5 ROCHESTER, NY	31,750	24	62,888 26	55 AUSTIN, TX	29,730	37	47,950 25
6 DETROIT, MI	32,883	12	61,581 10	56 JACKSONVILLE, FL	26,200	78	47,900 23
7 NEW YORK, NY	30,807	32	60,306 20	57 SAN JOSE, CA	32,397	18	47,773 8
8 ANAHEIM, CA	33,908	7	60,197 12	58 NORFOLK, VA	28,168	55	47,760 20
9 CHICAGO, IL	34,824	4	57,136 12	59 COLUMBUS, GA	29,215	41	47,754 20
10 MIAMI, FL	30,000	36	57,000 20	60 MADISON, WI	26,464	73	47,635 15
11 SANTA ANA, CA	32,134	20	56,765 12	61 OAKLAND, CA	29,260	40	47,402 15
12 BOSTON, MA	34,612	5	56,431 8	62 SPOKANE, WA	25,716	82	47,287 16
13 LONG BEACH, CA	33,149	9	55,944 14	63 MEMPHIS, TN	30,966	29	47,238 19
14 SAN ANTONIO, TX	32,000	22	55,723 29	64 DENVER, CO	25,588	84	47,128 13
15 COLUMBUS, OH	31,194	27	55,554 16	65 RICHMOND, VA	27,659	63	47,011 15
16 CLEVELAND, OH	28,666	47	55,163 16	66 AURORA, CO	24,949	91	46,857 13
17 FREMONT, CA	39,535	1	54,657 11	67 LOUISVILLE, KY	25,185	87	46,591 18
18 GRAND RAPIDS, MI	30,637	33	54,499 11	68 LUBBOCK, TX	28,000	57	46,490 45
19 CHARLOTTE, NC	26,696	69	54,242 30	69 TUCSON, AZ	23,180	97	46,359 31
20 RALEIGH, NC	26,696	70	53,660 30	70 CORPUS CHRISTI, TX	28,700	46	46,300 22
21 PHILADELPHIA, PA	30,379	34	53,573 11	71 ST. PETERSBURG, FL	27,000	68	46,050 22
22 ST. PAUL, MN	28,398	50	53,555 12	72 DES MOINES, IA	24,584	95	45,344 17
23 RIVERSIDE, CA	32,693	13	53,487 14	73 BAKERSFIELD, CA	31,971	23	45,185 11
24 HUNTINGTON BEACH, CA	32,536	17	52,953 10	74 NASHVILLE, TN	26,226	76	45,174 17
25 INDIANAPOLIS, IN	27,281	66	52,855 20	75 LOS ANGELES, CA	32,569	16	45,166 10
26 DALLAS, TX	33,000	11	52,821 28	76 OMAHA, NE	24,761	94	45,020 24
27 MINNEAPOLIS, MN	27,990	60	52,807 11	77 STOCKTON, CA	32,214	19	44,548 12
28 FORT WORTH, TX	33,050	10	52,776 31	78 COLORADO SPRINGS, CO	25,175	88	44,384 17
29 CINCINNATI, OH	29,299	39	52,737 13	79 PHOENIX, AZ	25,086	90	44,143 13
30 WASHINGTON, DC	30,945	30	52,496 13	80 TOLEDO, OH	28,836	44	43,758 11
31 MILWAUKEE, WI	27,333	65	52,311 17	81 KANSAS CITY, MO	25,275	86	43,699 15
32 ATLANTA, GA	32,604	15	52,224 13	82 LEXINGTON, KY	25,102	89	43,343 27
33 GARLAND, TX	31,500	25	51,899 41	83 SHREVEPORT, LA	27,720	61	43,097 31
34 BUFFALO, NY	28,775	45	51,553 14	84 JACKSON, MS	24,909	92	43,077 27
35 HOUSTON, TX	32,003	21	51,525 28	85 LAS VEGAS, NV	26,321	74	42,981 11
36 GREENSBORO, NC	26,210	77	50,970 30	86 MESA, AZ	27,686	62	42,594 16
37 WORCESTER, MA	28,220	54	50,633 11	87 LITTLE ROCK, AR	23,135	98	42,499 18
38 VIRGINIA BEACH, VA	27,152	67	50,505 19	88 SACRAMENTO, CA	29,730	38	42,095 12
39 PORTLAND, OR	27,997	59	49,869 14	89 NEW ORLEANS, LA	25,439	85	41,478 26
40 ARLINGTON, TX	31,200	26	49,760 31	90 BIRMINGHAM, AL	29,210	42	40,710 12
41 AKRON, OH	26,544	71	49,481 13	91 TACOMA, WA	25,716	83	40,484 13
42 GLENDALE, CA	32,653	14	49,436 12	92 ALBUQUERQUE, NM	24,787	93	39,607 25
43 TAMPA, FL	27,587	64	49,267 33	93 MOBILE, AL	28,394	51	39,058 22
44 SAN FRANCISCO, CA	31,172	28	49,262 12	94 MONTGOMERY, AL	28,394	52	38,857 22
45 LINCOLN, NE	20,905	100	48,811 19	95 BATON ROUGE, LA	25,716	81	38,853 14
46 EL PASO, TX	28,012	56	48,791 31	96 SEATTLE, WA	25,716	80	38,773 12
47 HONOLULU, HI	29,204	43	48,783 14	97 FRESNO, CA	28,379	53	37,657 6
48 DAYTON, OH	28,632	48	48,648 15	98 WICHITA, KS	26,237	75	37,088 12
49 BALTIMORE, MD	28,449	49	48,598 15	99 TULSA, OK	23,000	99	36,450 19
50 ST. LOUIS, MO	26,501	72	48,500 11	100 OKLAHOMA CITY, OK	23,400	96	35,700 23
DOD AVERAGE				\$28,862	\$49,264	18	

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cprms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-3

**1999-2000 BA-MINIMUM AND MA-MAXIMUM SALARIES
RANKED BY BA-MINIMUM SALARY**

	BA	MA	Rank	Steps		BA	MA	Rank	Steps
	Minimum	Maximum				Minimum	Maximum		
1 FREMONT, CA	\$39,535	\$54,657	17	11	51 MOBILE, AL	\$28,394	\$39,058	93	22
2 YONKERS, NY	37,045	74,951	1	15	52 MONTGOMERY, AL	28,394	38,857	94	22
3 NEWARK, NJ	36,500	64,677	4	13	53 FRESNO, CA	28,379	37,657	97	6
4 CHICAGO, IL	34,824	57,136	9	12	54 WORCESTER, MA	28,220	50,633	37	11
5 BOSTON, MA	34,612	56,431	12	8	55 NORFOLK, VA	28,168	47,760	58	20
6 JERSEY CITY, NJ	34,500	73,500	2	16	56 EL PASO, TX	28,012	48,791	46	31
7 ANAHEIM, CA	33,908	60,197	8	12	57 NEWPORT NEWS, VA	28,000	48,069	54	33
8 PITTSBURGH, PA	33,600	65,100	3	10	58 LUBBOCK, TX	28,000	46,490	68	45
9 LONG BEACH, CA	33,149	55,944	13	14	59 PORTLAND, OR	27,997	49,869	39	14
10 FORT WORTH, TX	33,050	52,776	28	31	60 MINNEAPOLIS, MN	27,990	52,807	27	11
11 DALLAS, TX	33,000	52,821	26	28	61 SHREVEPORT, LA	27,720	43,097	83	31
12 DETROIT, MI	32,883	61,581	6	10	62 MESA, AZ	27,686	42,594	86	16
13 RIVERSIDE, CA	32,693	53,487	23	14	63 RICHMOND, VA	27,659	47,011	65	15
14 GLENDALE, CA	32,653	49,436	42	12	64 TAMPA, FL	27,587	49,267	43	33
15 ATLANTA, GA	32,604	52,224	32	13	65 MILWAUKEE, WI	27,333	52,311	31	17
16 LOS ANGELES, CA	32,569	45,166	75	10	66 INDIANAPOLIS, IN	27,281	52,855	25	20
17 HUNTINGTON BEACH, CA	32,536	52,953	24	10	67 VIRGINIA BEACH, VA	27,152	50,505	38	19
18 SAN JOSE, CA	32,397	47,773	57	8	68 ST. PETERSBURG, FL	27,000	46,050	71	22
19 STOCKTON, CA	32,214	44,548	77	12	69 CHARLOTTE, NC	26,696	54,242	19	30
20 SANTA ANA, CA	32,134	56,765	11	12	70 RALEIGH, NC	26,696	53,660	20	30
21 HOUSTON, TX	32,003	51,525	35	28	71 AKRON, OH	26,544	49,481	41	13
22 SAN ANTONIO, TX	32,000	55,723	14	29	72 ST. LOUIS, MO	26,501	48,500	50	11
23 BAKERSFIELD, CA	31,971	45,185	73	11	73 MADISON, WI	26,464	47,635	60	15
24 ROCHESTER, NY	31,750	62,888	5	26	74 LAS VEGAS, NV	26,321	42,981	85	11
25 GARLAND, TX	31,500	51,899	33	41	75 WICHITA, KS	26,237	37,088	98	12
26 ARLINGTON, TX	31,200	49,760	40	31	76 NASHVILLE, TN	26,226	45,174	74	17
27 COLUMBUS, OH	31,194	55,554	15	16	77 GREENSBORO, NC	26,210	50,970	36	30
28 SAN FRANCISCO, CA	31,172	49,262	44	12	78 JACKSONVILLE, FL	26,200	47,900	56	23
29 MEMPHIS, TN	30,966	47,238	63	19	79 FORT WAYNE, IN	25,786	48,478	51	18
30 WASHINGTON, DC	30,945	52,496	30	13	80 SPOKANE, WA	25,716	47,287	62	16
31 SAN DIEGO, CA	30,901	48,436	52	12	81 TACOMA, WA	25,716	40,484	91	13
32 NEW YORK, NY	30,807	60,306	7	20	82 BATON ROUGE, LA	25,716	38,853	95	14
33 GRAND RAPIDS, MI	30,637	54,499	18	11	83 SEATTLE, WA	25,716	38,773	96	12
34 PHILADELPHIA, PA	30,379	53,573	21	11	84 DENVER, CO	25,588	47,128	64	13
35 ANCHORAGE, AK	30,079	48,264	53	11	85 NEW ORLEANS, LA	25,439	41,478	89	26
36 MIAMI, FL	30,000	57,000	10	20	86 KANSAS CITY, MO	25,275	43,699	81	15
37 AUSTIN, TX	29,730	47,950	55	25	87 LOUISVILLE, KY	25,185	46,591	67	18
38 SACRAMENTO, CA	29,730	42,095	88	12	88 COLORADO SPRINGS, CO	25,175	44,384	78	17
39 CINCINNATI, OH	29,299	52,737	29	13	89 LEXINGTON, KY	25,102	43,343	82	27
40 OAKLAND, CA	29,260	47,402	61	15	90 PHOENIX, AZ	25,086	44,143	79	13
41 COLUMBUS, GA	29,215	47,754	59	20	91 AURORA, CO	24,949	46,857	66	13
42 BIRMINGHAM, AL	29,210	40,710	90	12	92 JACKSON, MS	24,909	43,077	84	27
43 HONOLULU, HI	29,204	48,783	47	14	93 ALBUQUERQUE, NM	24,787	39,607	92	25
44 TOLEDO, OH	28,836	43,758	80	11	94 OMAHA, NE	24,761	45,020	76	24
45 BUFFALO, NY	28,775	51,553	34	14	95 DES MOINES, IA	24,584	45,344	72	17
46 CORPUS CHRISTI, TX	28,700	46,300	70	22	96 OKLAHOMA CITY, OK	23,400	35,700	100	23
47 CLEVELAND, OH	28,666	55,163	16	16	97 TUCSON, AZ	23,180	46,359	69	31
48 DAYTON, OH	28,632	48,648	48	15	98 LITTLE ROCK, AR	23,135	42,499	87	18
49 BALTIMORE, MD	28,449	48,598	49	15	99 TULSA, OK	23,000	36,450	99	19
50 ST. PAUL, MN	28,398	53,555	22	12	100 LINCOLN, NE	20,905	48,811	45	19
DOD AVERAGE						\$28,862	\$49,264	17.97	

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cprms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-4

**1999-2000 BA-MINIMUM AND MA-MAXIMUM SALARIES
RANKED WITHIN REGIONS BY MA-MAXIMUM**

---BA---						---MA---					
Min. Rank Max. Rank Steps						Min. Rank Max. Rank Steps					
EAST						PLAINS AND ROCKY MOUNTAIN					
1 YONKERS, NY	\$37,045	2	\$74,951	1	15	1 LINCOLN, NE	\$20,905	100	\$48,811	45	19
2 JERSEY CITY, NJ	34,500	6	73,500	2	16	2 ST. LOUIS, MO	26,501	72	48,500	50	11
3 PITTSBURGH, PA	33,600	8	65,100	3	10	3 DENVER, CO	25,588	84	47,128	64	13
4 NEWARK, NJ	36,500	3	64,677	4	13	4 AURORA, CO	24,949	91	46,857	66	13
5 ROCHESTER, NY	31,750	24	62,888	5	26	5 DES MOINES, IA	24,584	95	45,344	72	17
6 NEW YORK, NY	30,807	32	60,306	7	20	6 OMAHA, NE	24,761	94	45,020	76	24
7 BOSTON, MA	34,612	5	56,431	12	8	7 COLORADO SPRINGS, CO	25,175	88	44,384	78	17
8 PHILADELPHIA, PA	30,379	34	53,573	21	11	8 KANSAS CITY, MO	25,275	86	43,699	81	15
9 WASHINGTON, DC	30,945	30	52,496	30	13	9 WICHITA, KS	26,237	75	37,088	98	12
10 BUFFALO, NY	28,775	45	51,553	34	14	SOUTHWEST					
11 WORCESTER, MA	28,220	54	50,633	37	11	1 SAN ANTONIO, TX	\$32,000	22	\$55,723	14	29
12 BALTIMORE, MD	28,449	49	48,598	49	15	2 DALLAS, TX	33,000	11	52,821	26	28
MIDWEST						3 FORT WORTH, TX	33,050	10	52,776	28	31
1 DETROIT, MI	\$32,883	12	\$61,581	6	10	4 GARLAND, TX	31,500	25	51,899	33	41
2 CHICAGO, IL	34,824	4	57,136	9	12	5 HOUSTON, TX	32,003	21	51,525	35	28
3 COLUMBUS, OH	31,194	27	55,554	15	16	6 ARLINGTON, TX	31,200	26	49,760	40	31
4 CLEVELAND, OH	28,666	47	55,163	16	16	7 EL PASO, TX	28,012	56	48,791	46	31
5 GRAND RAPIDS, MI	30,637	33	54,499	18	11	8 AUSTIN, TX	29,730	37	47,950	55	25
6 ST. PAUL, MN	28,398	50	53,555	22	12	9 LUBBOCK, TX	28,000	57	46,490	68	45
7 INDIANAPOLIS, IN	27,281	66	52,855	25	20	10 TUCSON, AZ	23,180	97	46,359	69	31
8 MINNEAPOLIS, MN	27,990	60	52,807	27	11	11 CORPUS CHRISTI, TX	28,700	46	46,300	70	22
9 CINCINNATI, OH	29,299	39	52,737	29	13	12 PHOENIX, AZ	25,086	90	44,143	79	13
10 MILWAUKEE, WI	27,333	65	52,311	31	17	13 MESA, AZ	27,686	62	42,594	86	16
11 AKRON, OH	26,544	71	49,481	41	13	14 ALBUQUERQUE, NM	24,787	93	39,607	92	25
12 DAYTON, OH	28,632	48	48,648	48	15	15 TULSA, OK	23,000	99	36,450	99	19
13 FORT WAYNE, IN	25,786	79	48,478	51	18	16 OKLAHOMA CITY, OK	23,400	96	35,700	100	23
14 MADISON, WI	26,464	73	47,635	60	15	FAR WEST					
15 TOLEDO, OH	28,836	44	43,758	80	11	1 ANAHEIM, CA	\$33,908	7	\$60,197	8	12
SOUTHEAST						2 SANTA ANA, CA	32,134	20	56,765	11	12
1 MIAMI, FL	\$30,000	36	\$57,000	10	20	3 LONG BEACH, CA	33,149	9	55,944	13	14
2 CHARLOTTE, NC	26,696	69	54,242	19	30	4 FREMONT, CA	39,535	1	54,657	17	11
3 RALEIGH, NC	26,696	70	53,660	20	30	5 RIVERSIDE, CA	32,693	13	53,487	23	14
4 ATLANTA, GA	32,604	15	52,224	32	13	6 HUNTINGTON BEACH, CA	32,536	17	52,953	24	10
5 GREENSBORO, NC	26,210	77	50,970	36	30	7 PORTLAND, OR	27,997	59	49,869	39	14
6 VIRGINIA BEACH, VA	27,152	67	50,505	38	19	8 GLENDALE, CA	32,653	14	49,436	42	12
7 TAMPA, FL	27,587	64	49,267	43	33	9 SAN FRANCISCO, CA	31,172	28	49,262	44	12
8 NEWPORT NEWS, VA	28,000	58	48,069	54	33	10 SAN DIEGO, CA	30,901	31	48,436	52	12
9 JACKSONVILLE, FL	26,200	78	47,900	56	23	11 SAN JOSE, CA	32,397	18	47,773	57	8
10 NORFOLK, VA	28,168	55	47,760	58	20	12 OAKLAND, CA	29,260	40	47,402	61	15
11 COLUMBUS, GA	29,215	41	47,754	59	20	13 SPOKANE, WA	25,716	82	47,287	62	16
12 MEMPHIS, TN	30,966	29	47,238	63	19	14 BAKERSFIELD, CA	31,971	23	45,185	73	11
13 RICHMOND, VA	27,659	63	47,011	65	15	15 LOS ANGELES, CA	32,569	16	45,166	75	10
14 LOUISVILLE, KY	25,185	87	46,591	67	18	16 STOCKTON, CA	32,214	19	44,548	77	12
15 ST. PETERSBURG, FL	27,000	68	46,050	71	22	17 LAS VEGAS, NV	26,321	74	42,981	85	11
16 NASHVILLE, TN	26,226	76	45,174	74	17	18 SACRAMENTO, CA	29,730	38	42,095	88	12
17 LEXINGTON, KY	25,102	89	43,343	82	27	19 TACOMA, WA	25,716	83	40,484	91	13
18 SHREVEPORT, LA	27,720	61	43,097	83	31	20 SEATTLE, WA	25,716	80	38,773	96	12
19 JACKSON, MS	24,909	92	43,077	84	27	21 FRESNO, CA	28,379	53	37,657	97	6
20 LITTLE ROCK, AR	23,135	98	42,499	87	18						
21 NEW ORLEANS, LA	25,439	85	41,478	89	26						
22 BIRMINGHAM, AL	29,210	42	40,710	90	12	HONOLULU, HI	29,204	43	48,783	47	14
23 MOBILE, AL	28,394	51	39,058	93	22	ANCHORAGE, AK	30,079	35	48,264	53	11
24 MONTGOMERY, AL	28,394	52	38,857	94	22						
25 BATON ROUGE, LA	25,716	81	38,853	95	14						

TABLE IV-5

**AVERAGE ANNUAL CHANGE BETWEEN BA-MINIMUM AND MA-MAXIMUM FOR 1999-2000 IN DOLLARS
RANKED BY AVERAGE ANNUAL CHANGE**

	BA- Min	MA- Max	Rank	Steps	BA-Min to MA-Max Annual Change		BA- Min	MA- Max	Rank	Steps	BA-Min to MA-Max Annual Change
1 PITTSBURGH, PA	\$33,600	\$65,100	3	10	\$3,150	51 LOS ANGELES, CA	\$32,569	\$45,166	75	10	\$1,260
2 DETROIT, MI	32,883	61,581	6	10	2,870	52 VIRGINIA BEACH, VA	27,152	50,505	38	19	1,229
3 BOSTON, MA	34,612	56,431	12	8	2,727	53 KANSAS CITY, MO	25,275	43,699	81	15	1,228
4 YONKERS, NY	37,045	74,951	1	15	2,527	54 DES MOINES, IA	24,584	45,344	72	17	1,221
5 JERSEY CITY, NJ	34,500	73,500	2	16	2,438	55 OAKLAND, CA	29,260	47,402	61	15	1,209
6 MINNEAPOLIS, MN	27,990	52,807	27	11	2,256	56 BAKERSFIELD, CA	31,971	45,185	73	11	1,201
7 ANAHEIM, CA	33,908	60,197	8	12	2,191	57 ROCHESTER, NY	31,750	62,888	5	26	1,198
8 GRAND RAPIDS, MI	30,637	54,499	18	11	2,169	58 LOUISVILLE, KY	25,185	46,591	67	18	1,189
9 NEWARK, NJ	36,500	64,677	4	13	2,167	59 TACOMA, WA	25,716	40,484	91	13	1,136
10 PHILADELPHIA, PA	30,379	53,573	21	11	2,109	60 COLORADO SPRINGS, CO	25,175	44,384	78	17	1,130
11 ST. PAUL, MN	28,398	53,555	22	12	2,096	61 NASHVILLE, TN	26,226	45,174	74	17	1,115
12 SANTA ANA, CA	32,134	56,765	11	12	2,053	62 SEATTLE, WA	25,716	38,773	96	12	1,088
13 HUNTINGTON BEACH, CA	32,536	52,953	24	10	2,042	63 LITTLE ROCK, AR	23,135	42,499	87	18	1,076
14 WORCESTER, MA	28,220	50,633	37	11	2,038	64 SACRAMENTO, CA	29,730	42,095	88	12	1,030
15 ST. LOUIS, MO	26,501	48,500	50	11	2,000	65 STOCKTON, CA	32,214	44,548	77	12	1,028
16 SAN JOSE, CA	32,397	47,773	57	8	1,922	66 NORFOLK, VA	28,168	47,760	58	20	980
17 CHICAGO, IL	34,824	57,136	9	12	1,859	67 BIRMINGHAM, AL	29,210	40,710	90	12	958
18 CINCINNATI, OH	29,299	52,737	29	13	1,803	68 JACKSONVILLE, FL	26,200	47,900	56	23	943
19 AKRON, OH	26,544	49,481	41	13	1,764	69 BATON ROUGE, LA	25,716	38,853	95	14	938
20 AURORA, CO	24,949	46,857	66	13	1,685	70 MESA, AZ	27,686	42,594	86	16	932
21 WASHINGTON, DC	30,945	52,496	30	13	1,658	71 COLUMBUS, GA	29,215	47,754	59	20	927
22 DENVER, CO	25,588	47,128	64	13	1,657	72 CHARLOTTE, NC	26,696	54,242	19	30	918
23 CLEVELAND, OH	28,666	55,163	16	16	1,656	73 WICHITA, KS	26,237	37,088	98	12	904
24 ANCHORAGE, AK	30,079	48,264	53	11	1,653	74 RALEIGH, NC	26,696	53,660	20	30	899
25 LONG BEACH, CA	33,149	55,944	13	14	1,628	75 ST. PETERSBURG, FL	27,000	46,050	71	22	866
26 BUFFALO, NY	28,775	51,553	34	14	1,627	76 MEMPHIS, TN	30,966	47,238	63	19	856
27 PORTLAND, OR	27,997	49,869	39	14	1,562	77 OMAHA, NE	24,761	45,020	76	24	844
28 FRESNO, CA	28,379	37,657	97	6	1,546	78 GREENSBORO, NC	26,210	50,970	36	30	825
29 COLUMBUS, OH	31,194	55,554	15	16	1,523	79 SAN ANTONIO, TX	32,000	55,723	14	29	818
30 LAS VEGAS, NV	26,321	42,981	85	11	1,515	80 CORPUS CHRISTI, TX	28,700	46,300	70	22	800
31 ATLANTA, GA	32,604	52,224	32	13	1,509	81 TUCSON, AZ	23,180	46,359	69	31	748
32 SAN FRANCISCO, CA	31,172	49,262	44	12	1,508	82 AUSTIN, TX	29,730	47,950	55	25	729
33 RIVERSIDE, CA	32,693	53,487	23	14	1,485	83 TULSA, OK	23,000	36,450	99	19	708
34 NEW YORK, NY	30,807	60,306	7	20	1,475	84 DALLAS, TX	33,000	52,821	26	28	708
35 MILWAUKEE, WI	27,333	52,311	31	17	1,469	85 HOUSTON, TX	32,003	51,525	35	28	697
36 LINCOLN, NE	20,905	48,811	45	19	1,469	86 LEXINGTON, KY	25,102	43,343	82	27	676
37 PHOENIX, AZ	25,086	44,143	79	13	1,466	87 JACKSON, MS	24,909	43,077	84	27	673
38 SAN DIEGO, CA	30,901	48,436	52	12	1,461	88 EL PASO, TX	28,012	48,791	46	31	670
39 MADISON, WI	26,464	47,635	60	15	1,411	89 TAMPA, FL	27,587	49,267	43	33	657
40 GLENDALE, CA	32,653	49,436	42	12	1,399	90 FORT WORTH, TX	33,050	52,776	28	31	636
41 HONOLULU, HI	29,204	48,783	47	14	1,399	91 NEW ORLEANS, LA	25,439	41,478	89	26	617
42 FREMONT, CA	39,535	54,657	17	11	1,375	92 NEWPORT NEWS, VA	28,000	48,069	54	33	608
43 TOLEDO, OH	28,836	43,758	80	11	1,357	93 ARLINGTON, TX	31,200	49,760	40	31	599
44 MIAMI, FL	30,000	57,000	10	20	1,350	94 ALBUQUERQUE, NM	24,787	39,607	92	25	593
45 SPOKANE, WA	25,716	47,287	62	16	1,348	95 OKLAHOMA CITY, OK	23,400	35,700	100	23	535
46 BALTIMORE, MD	28,449	48,598	49	15	1,343	96 GARLAND, TX	31,500	51,899	33	41	498
47 DAYTON, OH	28,632	48,648	48	15	1,334	97 SHREVEPORT, LA	27,720	43,097	83	31	496
48 RICHMOND, VA	27,659	47,011	65	15	1,290	98 MOBILE, AL	28,394	39,058	93	22	485
49 INDIANAPOLIS, IN	27,281	52,855	25	20	1,279	99 MONTGOMERY, AL	28,394	38,857	94	22	476
50 FORT WAYNE, IN	25,786	48,478	51	18	1,261	100 LUBBOCK, TX	28,000	46,490	68	45	411
DOD AVERAGE							\$28,862	\$49,264		17.97	\$1,135

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpmc.osd.mil/wage/scheds/educators.htm>.

TABLE IV-6

**RATIO OF 1999-2000 MA-MAXIMUM TO BA-MINIMUM SALARIES
RANKED BY THE MA-MAXIMUM TO BA-MINIMUM RATIO**

	BA-Min	MA-Max	Rank	Steps	MA-Max to BA-Min Ratio		BA-Min	MA-Max	Rank	Steps	MA-Max to BA-Min Ratio
1 LINCOLN, NE	\$20,905	\$48,811	45	19	2.33	51 BALTIMORE, MD	\$28,449	\$48,598	49	15	1.71
2 JERSEY CITY, NJ	34,500	73,500	2	16	2.13	52 ST. PETERSBURG, FL	27,000	46,050	71	22	1.71
3 CHARLOTTE, NC	26,696	54,242	19	30	2.03	53 RICHMOND, VA	27,659	47,011	65	15	1.70
4 YONKERS, NY	37,045	74,951	1	15	2.02	54 DAYTON, OH	28,632	48,648	49	15	1.70
5 RALEIGH, NC	26,696	53,660	20	30	2.01	55 WASHINGTON, DC	30,945	52,496	30	13	1.70
6 TUCSON, AZ	23,180	46,359	69	31	2.00	56 NORFOLK, VA	28,168	47,760	58	20	1.70
7 ROCHESTER, NY	31,750	62,888	5	26	1.98	57 LONG BEACH, CA	33,149	55,944	13	14	1.69
8 NEW YORK, NY	30,807	60,306	7	20	1.96	58 HONOLULU, HI	29,204	48,783	47	14	1.67
9 GREENSBORO, NC	26,210	50,970	36	30	1.94	59 LUBBOCK, TX	28,000	46,490	68	45	1.66
10 PITTSBURGH, PA	33,600	65,100	3	10	1.94	60 GARLAND, TX	31,500	51,899	33	41	1.65
11 INDIANAPOLIS, IN	27,281	52,855	25	20	1.94	61 CHICAGO, IL	34,824	57,136	9	12	1.64
12 CLEVELAND, OH	28,666	55,163	16	16	1.92	62 RIVERSIDE, CA	32,693	53,487	23	14	1.64
13 MILWAUKEE, WI	27,333	52,311	31	17	1.91	63 COLUMBUS, GA	29,215	47,754	59	20	1.63
14 MIAMI, FL	30,000	57,000	10	20	1.90	64 LAS VEGAS, NV	26,321	42,981	85	11	1.63
15 MINNEAPOLIS, MN	27,990	52,807	27	11	1.89	65 NEW ORLEANS, LA	25,439	41,478	89	26	1.63
16 ST. PAUL, MN	28,398	53,555	22	12	1.89	66 BOSTON, MA	34,612	56,431	12	8	1.63
17 FORT WAYNE, IN	25,786	48,478	51	18	1.88	67 HUNTINGTON BEACH, CA	32,536	52,953	24	10	1.63
18 AURORA, CO	24,949	46,857	66	13	1.88	68 OAKLAND, CA	29,260	47,402	61	15	1.62
19 DETROIT, MI	32,883	61,581	6	10	1.87	69 CORPUS CHRISTI, TX	28,700	46,300	70	22	1.61
20 AKRON, OH	26,544	49,481	41	13	1.86	70 AUSTIN, TX	29,730	47,950	55	25	1.61
21 VIRGINIA BEACH, VA	27,152	50,505	38	19	1.86	71 HOUSTON, TX	32,003	51,525	35	28	1.61
22 LOUISVILLE, KY	25,185	46,591	67	18	1.85	72 ANCHORAGE, AK	30,079	48,264	53	11	1.60
23 DES MOINES, IA	24,584	45,344	72	17	1.84	73 ATLANTA, GA	32,604	52,224	32	13	1.60
24 DENVER, CO	25,588	47,128	64	13	1.84	74 DALLAS, TX	33,000	52,821	26	28	1.60
25 SPOKANE, WA	25,716	47,287	62	16	1.84	75 ALBUQUERQUE, NM	24,787	39,607	92	25	1.60
26 LITTLE ROCK, AR	23,135	42,499	87	18	1.84	76 FORT WORTH, TX	33,050	52,776	28	31	1.60
27 ST. LOUIS, MO	26,501	48,500	50	11	1.83	77 ARLINGTON, TX	31,200	49,760	40	31	1.59
28 JACKSONVILLE, FL	26,200	47,900	56	23	1.83	78 TULSA, OK	23,000	36,450	99	19	1.58
29 OMAHA, NE	24,761	45,020	76	24	1.82	79 SAN FRANCISCO, CA	31,172	49,262	44	12	1.58
30 MADISON, WI	26,464	47,635	60	15	1.80	80 TACOMA, WA	25,716	40,484	91	13	1.57
31 CINCINNATI, OH	29,299	52,737	29	13	1.80	81 SAN DIEGO, CA	30,901	48,436	52	12	1.57
32 WORCESTER, MA	28,220	50,633	37	11	1.79	82 SHREVEPORT, LA	27,720	43,097	83	31	1.55
33 BUFFALO, NY	28,775	51,553	34	14	1.79	83 MESA, AZ	27,686	42,594	86	16	1.54
34 TAMPA, FL	27,587	49,267	43	33	1.79	84 OKLAHOMA CITY, OK	23,400	35,700	100	23	1.53
35 PORTLAND, OR	27,997	49,869	39	14	1.78	85 MEMPHIS, TN	30,966	47,238	63	19	1.53
36 COLUMBUS, OH	31,194	55,554	15	16	1.78	86 TOLEDO, OH	28,836	43,758	80	11	1.52
37 GRAND RAPIDS, MI	30,637	54,499	18	11	1.78	87 GLENDALE, CA	32,653	49,436	42	12	1.51
38 ANAHEIM, CA	33,908	60,197	8	12	1.78	88 BATON ROUGE, LA	25,716	38,853	95	14	1.51
39 NEWARK, NJ	36,500	64,677	4	13	1.77	89 SEATTLE, WA	25,716	38,773	96	12	1.51
40 SANTA ANA, CA	32,134	56,765	11	12	1.77	90 SAN JOSE, CA	32,397	47,773	57	8	1.47
41 PHILADELPHIA, PA	30,379	53,573	21	11	1.76	91 SACRAMENTO, CA	29,730	42,095	88	12	1.42
42 COLORADO SPRINGS, CO	25,175	44,384	78	17	1.76	92 WICHITA, KS	26,237	37,088	98	12	1.41
43 PHOENIX, AZ	25,086	44,143	79	13	1.76	93 BAKERSFIELD, CA	31,971	45,185	73	11	1.41
44 EL PASO, TX	28,012	48,791	46	31	1.74	94 BIRMINGHAM, AL	29,210	40,710	90	12	1.39
45 SAN ANTONIO, TX	32,000	55,723	14	29	1.74	95 LOS ANGELES, CA	32,569	45,166	75	10	1.39
46 JACKSON, MS	24,909	43,077	84	27	1.73	96 STOCKTON, CA	32,214	44,548	77	12	1.38
47 KANSAS CITY, MO	25,275	43,699	81	15	1.73	97 FREMONT, CA	39,535	54,657	17	11	1.38
48 LEXINGTON, KY	25,102	43,343	82	27	1.73	98 MOBILE, AL	28,394	39,058	93	22	1.38
49 NASHVILLE, TN	26,226	45,174	74	17	1.72	99 MONTGOMERY, AL	28,394	38,857	94	22	1.37
50 NEWPORT NEWS, VA	28,000	48,069	54	33	1.72	100 FRESNO, CA	28,379	37,657	97	6	1.33
DOD AVERAGE							\$28,862	\$49,264	17.97	1.71	

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

TABLE IV-7

2000 COST-OF-LIVING INDEX

LISTED ALPHABETICALLY		RANKED BY INDEX	
COL Index	City	COL Index	City
101.2	AKRON, OH	97.3	LOUISVILLE, KY
99.9	ALBUQUERQUE, NM	93.1	LUBBOCK, TX
127.6	ANAHEIM, CA	101.1	MADISON, WI
122.3	ANCHORAGE, AK	93.5	MEMPHIS, TN
99.9	ARLINGTON, TX	99.0	MESA, AZ
102.0	ATLANTA, GA	104.5	MIAMI, FL
110.0	AURORA, CO	103.0	MILWAUKEE, WI
105.7	AUSTIN, TX	109.5	MINNEAPOLIS, MN
102.8	BAKERSFIELD, CA	94.8	MOBILE, AL
96.8	BALTIMORE, MD	97.7	MONTGOMERY, AL
104.8	BATON ROUGE, LA	93.9	NASHVILLE, TN
95.0	BIRMINGHAM, AL	97.4	NEW ORLEANS, LA
132.5	BOSTON, MA	139.6	NEW YORK, NY
100.2	BUFFALO, NY	139.0	NEWARK, NJ
98.5	CHARLOTTE, NC	98.8	NEWPORT NEWS, VA
118.0	CHICAGO, IL	98.8	NORFOLK, VA
98.3	CINCINNATI, OH	152.5	OAKLAND, CA
109.8	CLEVELAND, OH	94.1	OKLAHOMA CITY, OK
97.3	COLORADO SPRINGS, CO	93.8	OMAHA, NE
92.9	COLUMBUS, GA	120.4	PHILADELPHIA, PA
103.0	COLUMBUS, OH	99.0	PHOENIX, AZ
93.6	CORPUS CHRISTI, TX	107.7	PITTSBURGH, PA
99.9	DALLAS, TX	107.0	PORTLAND, OR
101.2	DAYTON, OH	105.5	RALEIGH, NC
110.0	DENVER, CO	105.2	RICHMOND, VA
98.7	DES MOINES, IA	108.1	RIVERSIDE, CA
108.9	DETROIT, MI	110.4	ROCHESTER, NY
92.3	EL PASO, TX	113.1	SACRAMENTO, CA
93.6	FORT WAYNE, IN	90.6	SAN ANTONIO, TX
99.9	FORT WORTH, TX	120.8	SAN DIEGO, CA
152.5	FREMONT, CA	152.5	SAN FRANCISCO, CA
107.1	FRESNO, CA	159.2	SAN JOSE, CA
99.9	GARLAND, TX	127.6	SANTA ANA, CA
127.6	GLENDALE, CA	113.9	SEATTLE, WA
104.7	GRAND RAPIDS, MI	92.0	SHREVEPORT, LA
97.9	GREENSBORO, NC	102.7	SPOKANE, WA
133.0	HONOLULU, HI	97.2	ST. LOUIS, MO
94.3	HOUSTON, TX	109.5	ST. PAUL, MN
127.6	HUNTINGTON BEACH, CA	102.6	ST. PETERSBURG, FL
97.6	INDIANAPOLIS, IN	103.8	STOCKTON, CA
96.7	JACKSON, MS	103.3	TACOMA, WA
97.5	JACKSONVILLE, FL	102.6	TAMPA, FL
139.0	JERSEY CITY, NJ	101.5	TOLEDO, OH
99.3	KANSAS CITY, MO	98.8	TUCSON, AZ
105.6	LAS VEGAS, NV	91.5	TULSA, OK
97.5	LEXINGTON, KY	98.8	VIRGINIA BEACH, VA
99.7	LINCOLN, NE	114.7	WASHINGTON, DC
86.8	LITTLE ROCK, AR	95.9	WICHITA, KS
147.7	LONG BEACH, CA	124.2	WORCESTER, MA
147.7	LOS ANGELES, CA	139.6	YONKERS, NY
159.2	SAN JOSE, CA	102.6	TAMPA, FL
152.5	FREMONT, CA		
152.5	OAKLAND, CA		
152.5	SAN FRANCISCO, CA		
147.7	LONG BEACH, CA		
147.7	LOS ANGELES, CA		
139.6	NEW YORK, NY		
139.6	YONKERS, NY		
139.0	JERSEY CITY, NJ		
139.0	NEWARK, NJ		
133.0	HONOLULU, HI		
132.5	BOSTON, MA		
127.6	ANAHEIM, CA		
127.6	GLENDALE, CA		
127.6	HUNTINGTON BEACH, CA		
127.6	SANTA ANA, CA		
124.2	WORCESTER, MA		
122.3	ANCHORAGE, AK		
120.8	SAN DIEGO, CA		
120.4	PHILADELPHIA, PA		
118.0	CHICAGO, IL		
114.7	WASHINGTON, DC		
113.9	SEATTLE, WA		
113.1	SACRAMENTO, CA		
110.4	ROCHESTER, NY		
110.0	AURORA, CO		
110.0	DENVER, CO		
109.8	CLEVELAND, OH		
109.5	MINNEAPOLIS, MN		
109.5	ST. PAUL, MN		
108.9	DETROIT, MI		
108.1	RIVERSIDE, CA		
107.7	PITTSBURGH, PA		
107.1	FRESNO, CA		
107.0	PORTLAND, OR		
105.7	AUSTIN, TX		
105.6	LAS VEGAS, NV		
105.5	RALEIGH, NC		
105.2	RICHMOND, VA		
104.8	BATON ROUGE, LA		
104.7	GRAND RAPIDS, MI		
104.5	MIAMI, FL		
103.8	STOCKTON, CA		
103.3	TACOMA, WA		
103.0	COLUMBUS, OH		
103.0	MILWAUKEE, WI		
102.8	BAKERSFIELD, CA		
102.7	SPOKANE, WA		
102.6	ST. PETERSBURG, FL		
102.6	TAMPA, FL		
102.0	ATLANTA, GA		
101.5	TOLEDO, OH		
101.2	AKRON, OH		
101.2	DAYTON, OH		
101.1	MADISON, WI		
100.2	BUFFALO, NY		
99.9	ALBUQUERQUE, NM		
99.9	ARLINGTON, TX		
99.9	DALLAS, TX		
99.9	FORT WORTH, TX		
99.9	GARLAND, TX		
99.7	LINCOLN, NE		
99.3	KANSAS CITY, MO		
99.0	MESA, AZ		
99.0	PHOENIX, AZ		
98.8	NEWPORT NEWS, VA		
98.8	NORFOLK, VA		
98.8	TUCSON, AZ		
98.8	VIRGINIA BEACH, VA		
98.7	DES MOINES, IA		
98.5	CHARLOTTE, NC		
98.3	CINCINNATI, OH		
97.9	GREENSBORO, NC		
97.7	MONTGOMERY, AL		
97.6	INDIANAPOLIS, IN		
97.5	JACKSONVILLE, FL		
97.5	LEXINGTON, KY		
97.4	NEW ORLEANS, LA		
97.3	COLORADO SPRINGS, CO		
97.3	LOUISVILLE, KY		
97.2	ST. LOUIS, MO		
96.8	BALTIMORE, MD		
96.7	JACKSON, MS		
95.9	WICHITA, KS		
95.0	BIRMINGHAM, AL		
94.8	MOBILE, AL		
94.3	HOUSTON, TX		
94.1	OKLAHOMA CITY, OK		
93.9	NASHVILLE, TN		
93.8	OMAHA, NE		
93.6	CORPUS CHRISTI, TX		
93.6	FORT WAYNE, IN		
93.5	MEMPHIS, TN		
93.1	LUBBOCK, TX		
92.9	COLUMBUS, GA		
92.3	EL PASO, TX		
92.0	SHREVEPORT, LA		
91.5	TULSA, OK		
90.6	SAN ANTONIO, TX		
86.8	LITTLE ROCK, AR		

108.0 AVERAGE

Sources: American Chamber of Commerce Researchers Association, *Intercity Cost of Living Index*, ACCRA: Louisville, Ky. American Federation of Teachers, annual survey of state departments of education. Most estimates are based on geographic proximity to cities listed in the ACCRA index. Estimates for missing data are based on past years. The index for New York City is based on Long Island.

TABLE IV-8

**MA-MAXIMUM SALARIES ADJUSTED BY 2000 COST-OF-LIVING INDEX
RANKED BY ADJUSTED MA-MAXIMUM SALARY**

	-----MA-----			COL	Adjusted		-----MA-----			COL	Adjusted
	Max	Rank	Steps	Index	MA-Max		Max	Rank	Steps	Index	MA-Max
1 SAN ANTONIO, TX	\$55,723	14	29	90.6	\$61,504	51 SHREVEPORT, LA	\$43,097	83	31	92.0	\$46,845
2 PITTSBURGH, PA	65,100	3	10	107.7	60,446	52 PORTLAND, OR	49,869	39	14	107.0	46,607
3 ROCHESTER, NY	62,888	5	26	110.4	56,964	53 NEWARK, NJ	64,677	4	13	139.0	46,530
4 DETROIT, MI	61,581	6	10	108.9	56,548	54 SPOKANE, WA	47,287	62	16	102.7	46,044
5 CHARLOTTE, NC	54,242	19	30	98.5	55,068	55 DES MOINES, IA	45,344	72	17	98.7	45,941
6 HOUSTON, TX	51,525	35	28	94.3	54,639	56 WASHINGTON, DC	52,496	30	13	114.7	45,768
7 MIAMI, FL	57,000	10	20	104.5	54,545	57 COLORADO SPRINGS, CO	44,384	78	17	97.3	45,616
8 INDIANAPOLIS, IN	52,855	25	20	97.6	54,155	58 AUSTIN, TX	47,950	55	25	105.7	45,364
9 COLUMBUS, OH	55,554	15	16	103.0	53,936	59 ST. PETERSBURG, FL	46,050	71	22	102.6	44,883
10 YONKERS, NY	74,951	1	15	139.6	53,690	60 RICHMOND, VA	47,011	65	15	105.2	44,687
11 CINCINNATI, OH	52,737	29	13	98.3	53,649	61 PHOENIX, AZ	44,143	79	13	99.0	44,589
12 JERSEY CITY, NJ	73,500	2	16	139.0	52,878	62 JACKSON, MS	43,077	84	27	96.7	44,547
13 DALLAS, TX	52,821	26	28	99.9	52,874	63 PHILADELPHIA, PA	53,573	21	11	120.4	44,496
14 EL PASO, TX	48,791	46	31	92.3	52,861	64 SANTA ANA, CA	56,765	11	12	127.6	44,487
15 FORT WORTH, TX	52,776	28	31	99.9	52,829	65 LEXINGTON, KY	43,343	82	27	97.5	44,454
16 GREENSBORO, NC	50,970	36	30	97.9	52,063	66 KANSAS CITY, MO	43,699	81	15	99.3	44,007
17 GRAND RAPIDS, MI	54,499	18	11	104.7	52,053	67 BAKERSFIELD, CA	45,185	73	11	102.8	43,954
18 GARLAND, TX	51,899	33	41	99.9	51,951	68 NEW YORK, NY	60,306	7	20	139.6	43,199
19 FORT WAYNE, IN	48,478	51	18	93.6	51,793	69 TOLEDO, OH	43,758	80	11	101.5	43,111
20 BUFFALO, NY	51,553	34	14	100.2	51,450	70 MESA, AZ	42,594	86	16	99.0	43,024
21 COLUMBUS, GA	47,754	59	20	92.9	51,404	71 STOCKTON, CA	44,548	77	12	103.8	42,917
22 ATLANTA, GA	52,224	32	13	102.0	51,200	72 BIRMINGHAM, AL	40,710	90	12	95.0	42,853
23 VIRGINIA BEACH, VA	50,505	38	19	98.8	51,118	73 DENVER, CO	47,128	64	13	110.0	42,844
24 RALEIGH, NC	53,660	20	30	105.5	50,863	74 AURORA, CO	46,857	66	13	110.0	42,597
25 MILWAUKEE, WI	52,311	31	17	103.0	50,787	75 BOSTON, MA	56,431	12	8	132.5	42,589
26 MEMPHIS, TN	47,238	63	19	93.5	50,522	76 NEW ORLEANS, LA	41,478	89	26	97.4	42,585
27 CLEVELAND, OH	55,163	16	16	109.8	50,240	77 HUNTINGTON BEACH, CA	52,953	24	10	127.6	41,499
28 BALTIMORE, MD	48,598	49	15	96.8	50,205	78 MOBILE, AL	39,058	93	22	94.8	41,200
29 LUBBOCK, TX	46,490	68	45	93.1	49,936	79 WORCESTER, MA	50,633	37	11	124.2	40,767
30 ST. LOUIS, MO	48,500	50	11	97.2	49,897	80 LAS VEGAS, NV	42,981	85	11	105.6	40,702
31 ARLINGTON, TX	49,760	40	31	99.9	49,810	81 SAN DIEGO, CA	48,436	52	12	120.8	40,096
32 RIVERSIDE, CA	53,487	23	14	108.1	49,479	82 TULSA, OK	36,450	99	19	91.5	39,836
33 CORPUS CHRISTI, TX	46,300	70	22	93.6	49,466	83 MONTGOMERY, AL	38,857	94	22	97.7	39,772
34 JACKSONVILLE, FL	47,900	56	23	97.5	49,128	84 ALBUQUERQUE, NM	39,607	92	25	99.9	39,647
35 LITTLE ROCK, AR	42,499	87	18	86.8	48,962	85 ANCHORAGE, AK	48,264	53	11	122.3	39,464
36 LINCOLN, NE	48,811	45	19	99.7	48,958	86 TACOMA, WA	40,484	91	13	103.3	39,191
37 ST. PAUL, MN	53,555	22	12	109.5	48,909	87 GLENDALE, CA	49,436	42	12	127.6	38,743
38 AKRON, OH	49,481	41	13	101.2	48,894	88 WICHITA, KS	37,088	98	12	95.9	38,674
39 NEWPORT NEWS, VA	48,069	54	33	98.8	48,653	89 OKLAHOMA CITY, OK	35,700	100	23	94.1	37,938
40 CHICAGO, IL	57,136	9	12	118.0	48,420	90 LONG BEACH, CA	55,944	13	14	147.7	37,877
41 NORFOLK, VA	47,760	58	20	98.8	48,340	91 SACRAMENTO, CA	42,095	88	12	113.1	37,219
42 MINNEAPOLIS, MN	52,807	27	11	109.5	48,226	92 BATON ROUGE, LA	38,853	95	14	104.8	37,073
43 NASHVILLE, TN	45,174	74	17	93.9	48,109	93 HONOLULU, HI	48,783	47	14	133.0	36,679
44 DAYTON, OH	48,648	48	15	101.2	48,071	94 FREMONT, CA	54,657	17	11	152.5	35,841
45 TAMPA, FL	49,267	43	33	102.6	48,019	95 FRESNO, CA	37,657	97	6	107.1	35,161
46 OMAHA, NE	45,020	76	24	93.8	47,996	96 SEATTLE, WA	38,773	96	12	113.9	34,041
47 LOUISVILLE, KY	46,591	67	18	97.3	47,884	97 SAN FRANCISCO, CA	49,262	44	12	152.5	32,303
48 ANAHEIM, CA	60,197	8	12	127.6	47,176	98 OAKLAND, CA	47,402	61	15	152.5	31,083
49 MADISON, WI	47,635	60	15	101.1	47,117	99 LOS ANGELES, CA	45,166	75	10	147.7	30,580
50 TUCSON, AZ	46,359	69	31	98.8	46,922	100 SAN JOSE, CA	47,773	57	8	159.2	30,008
DOD AVERAGE							\$49,264	18	108		\$45,654

Sources: American Chamber of Commerce Researchers Association, *Intercity Cost of Living Index*, ACCRA: Louisville, Ky. American Federation of Teachers, annual survey of state departments of education. The 2000 Index is based on the ACCRA Cost of Living Index for Urban Areas. Most estimates are based on geographic proximity to cities listed in the ACCRA Index. Estimates for missing data are based on past years. The index for New York City is based on Long Island. U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

Table IV-9

**RATIO OF 1999-2000 AVERAGE TEACHER SALARY TO 1999 AVERAGE ANNUAL PAY IN THE METRO AREA
RANKED BY MA-MAXIMUM TO AVERAGE PAY RATIO**

	Metro Area Annual Pay	-----MA----- Max	Rank	Steps	Salary to Annual Pay Ratio		Metro Area Annual Pay	-----MA----- Max	Rank	Steps	Salary to Annual Pay Ratio
1 EL PASO, TX	\$24,275	\$48,791	46	31	2.01	51 ST. LOUIS, MO	\$33,345	\$48,500	50	11	1.45
2 SAN ANTONIO, TX	28,068	55,723	14	29	1.99	52 PORTLAND, OR	34,380	49,869	39	14	1.45
3 PITTSBURGH, PA	33,057	65,100	3	10	1.97	53 MEMPHIS, TN	32,591	47,238	63	19	1.45
4 ROCHESTER, NY	32,588	62,888	5	26	1.93	54 COLORADO SPRINGS, CO	30,674	44,384	78	17	1.45
5 RIVERSIDE, CA	28,328	53,487	23	14	1.89	55 CHICAGO, IL	39,536	57,136	9	12	1.45
6 LUBBOCK, TX	24,727	46,490	68	45	1.88	56 NEWARK, NJ	44,794	64,677	4	13	1.44
7 VIRGINIA BEACH, VA	27,156	50,505	38	19	1.86	57 ST. PAUL, MN	37,248	53,555	22	12	1.44
8 COLUMBUS, GA	26,131	47,754	59	20	1.83	58 BALTIMORE, MD	33,837	48,598	49	15	1.44
9 LINCOLN, NE	27,431	48,811	45	19	1.78	59 YONKERS, NY	52,351	74,951	1	15	1.43
10 MIAMI, FL	32,059	57,000	10	20	1.78	60 NASHVILLE, TN	31,711	45,174	74	17	1.42
11 NEWPORT NEWS, VA	27,156	48,069	54	33	1.77	61 RICHMOND, VA	33,012	47,011	65	15	1.42
12 NORFOLK, VA	27,156	47,760	58	20	1.76	62 MONTGOMERY, AL	27,309	38,857	94	22	1.42
13 JERSEY CITY, NJ	41,842	73,500	2	16	1.76	63 MINNEAPOLIS, MN	37,248	52,807	27	11	1.42
14 CORPUS CHRISTI, TX	26,940	46,300	70	22	1.72	64 TOLEDO, OH	30,890	43,758	80	11	1.42
15 GREENSBORO, NC	29,676	50,970	36	30	1.72	65 PHILADELPHIA, PA	37,825	53,573	21	11	1.42
16 SPOKANE, WA	27,566	47,287	62	16	1.72	66 TACOMA, WA	28,654	40,484	91	13	1.41
17 COLUMBUS, OH	32,428	55,554	15	16	1.71	67 HUNTINGTON BEACH, CA	37,487	52,953	24	10	1.41
18 GRAND RAPIDS, MI	31,913	54,499	18	11	1.71	68 NEW ORLEANS, LA	29,365	41,478	89	26	1.41
19 BUFFALO, NY	30,487	51,553	34	14	1.69	69 DES MOINES, IA	32,271	45,344	72	17	1.41
20 TAMPA, FL	29,342	49,267	43	33	1.68	70 LAS VEGAS, NV	30,634	42,981	85	11	1.40
21 BAKERSFIELD, CA	26,997	45,185	73	11	1.67	71 ATLANTA, GA	37,341	52,224	32	13	1.40
22 WORCESTER, MA	30,281	50,633	37	11	1.67	72 SAN DIEGO, CA	34,690	48,436	52	12	1.40
23 CLEVELAND, OH	33,437	55,163	16	16	1.65	73 BOSTON, MA	40,903	56,431	12	8	1.38
24 TUCSON, AZ	28,194	46,359	69	31	1.64	74 ALBUQUERQUE, NM	28,934	39,607	92	25	1.37
25 SHREVEPORT, LA	26,272	43,097	83	31	1.64	75 PHOENIX, AZ	32,430	44,143	79	13	1.36
26 FORT WAYNE, IN	30,052	48,478	51	18	1.61	76 HOUSTON, TX	38,114	51,525	35	28	1.35
27 ANAHEIM, CA	37,487	60,197	8	12	1.61	77 ANCHORAGE, AK	35,707	48,264	53	11	1.35
28 FORT WORTH, TX	32,961	52,776	28	31	1.60	78 BATON ROUGE, LA	28,793	38,853	95	14	1.35
29 JACKSONVILLE, FL	29,918	47,900	56	23	1.60	79 DALLAS, TX	39,281	52,821	26	28	1.34
30 AKRON, OH	30,990	49,481	41	13	1.60	80 OKLAHOMA CITY, OK	26,700	35,700	100	23	1.34
31 STOCKTON, CA	27,921	44,548	77	12	1.60	81 KANSAS CITY, MO	33,026	43,699	81	15	1.32
32 CHARLOTTE, NC	34,325	54,242	19	30	1.58	82 GARLAND, TX	39,281	51,899	33	41	1.32
33 HONOLULU, HI	30,971	48,783	47	14	1.58	83 GLENDALE, CA	37,487	49,436	42	12	1.32
34 INDIANAPOLIS, IN	33,655	52,855	25	20	1.57	84 MESA, AZ	32,430	42,594	86	16	1.31
35 ST. PETERSBURG, FL	29,342	46,050	71	22	1.57	85 BIRMINGHAM, AL	31,990	40,710	90	12	1.27
36 CINCINNATI, OH	33,626	52,737	29	13	1.57	86 ARLINGTON, TX	39,281	49,760	40	31	1.27
37 MILWAUKEE, WI	33,375	52,311	31	17	1.57	87 TULSA, OK	29,273	36,450	99	19	1.25
38 RALEIGH, NC	34,866	53,660	20	30	1.54	88 DENVER, CO	38,133	47,128	64	13	1.24
39 JACKSON, MS	28,074	43,077	84	27	1.53	89 WASHINGTON, DC	42,601	52,496	30	13	1.23
40 MADISON, WI	31,097	47,635	60	15	1.53	90 AUSTIN, TX	38,930	47,950	55	25	1.23
41 LOUISVILLE, KY	30,473	46,591	67	18	1.53	91 AURORA, CO	38,133	46,857	66	13	1.23
42 FRESNO, CA	24,734	37,657	97	6	1.52	92 SACRAMENTO, CA	34,266	42,095	88	12	1.23
43 SANTA ANA, CA	37,487	56,765	11	12	1.51	93 WICHITA, KS	30,770	37,088	98	12	1.21
44 DETROIT, MI	40,836	61,581	6	10	1.51	94 LOS ANGELES, CA	37,748	45,166	75	10	1.20
45 DAYTON, OH	32,362	48,648	48	15	1.50	95 OAKLAND, CA	40,975	47,402	61	15	1.16
46 OMAHA, NE	30,084	45,020	76	24	1.50	96 NEW YORK, NY	52,351	60,306	7	20	1.15
47 LITTLE ROCK, AR	28,620	42,499	87	18	1.48	97 SAN FRANCISCO, CA	50,169	49,262	44	12	0.98
48 LONG BEACH, CA	37,748	55,944	13	14	1.48	98 FREMONT, CA	61,100	54,657	17	11	0.89
49 LEXINGTON, KY	29,319	43,343	82	27	1.48	99 SEATTLE, WA	43,921	38,773	96	12	0.88
50 MOBILE, AL	26,595	39,058	93	22	1.47	100 SAN JOSE, CA	61,110	47,773	57	8	0.78
DOD AVERAGE							\$33,815	\$49,264	18	1.46	

Sources: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpm.sosd.mil/wage/scheds/educators.htm>. U.S. Department of Labor, "Annual Pay Levels in Metropolitan Areas, 1999," news release October 2000.

TABLE IV-10

**RATIO OF 1999-2000 AVERAGE TEACHER SALARY TO 1998 PER-CAPITA PERSONAL INCOME IN METRO AREA
RANKED BY MA-MAXIMUM TO PER-CAPITA INCOME RATIO**

	Per-Capita Personal Income	MA		Steps	Salary to Personal Income Ratio		Per-Capita Personal Income	MA		Steps	Salary to Personal Income Ratio
		Max	Rank					Max	Rank		
1 EL PASO, TX	\$16,359	\$48,791	46	31	2.98	51 MILWAUKEE, WI	\$30,582	\$52,311	31	17	1.71
2 JERSEY CITY, NJ	26,970	73,500	2	16	2.73	52 HONOLULU, HI	28,670	48,783	47	14	1.70
3 RIVERSIDE, CA	21,300	53,487	23	14	2.51	53 ATLANTA, GA	30,788	52,224	32	13	1.70
4 MIAMI, FL	23,919	57,000	10	20	2.38	54 PORTLAND, OR	29,430	49,869	39	14	1.69
5 SAN ANTONIO, TX	23,800	55,723	14	29	2.34	55 ST. PETERSBURG, FL	27,224	46,050	71	22	1.69
6 PITTSBURGH, PA	28,149	65,100	3	10	2.31	56 COLORADO SPRINGS, CO	26,270	44,384	78	17	1.69
7 BAKERSFIELD, CA	19,643	45,185	73	11	2.30	57 LOS ANGELES, CA	26,773	45,166	75	10	1.69
8 ROCHESTER, NY	27,390	62,888	5	26	2.30	58 LOUISVILLE, KY	27,749	46,591	67	18	1.68
9 ANAHEIM, CA	27,497	60,197	8	12	2.19	59 TOLEDO, OH	26,077	43,758	80	11	1.68
10 CORPUS CHRISTI, TX	21,326	46,300	70	22	2.17	60 HOUSTON, TX	30,801	51,525	35	28	1.67
11 STOCKTON, CA	20,813	44,548	77	12	2.14	61 ST. LOUIS, MO	29,089	48,500	50	11	1.67
12 COLUMBUS, GA	22,435	47,754	59	20	2.13	62 NEW YORK, NY	36,316	60,306	7	20	1.66
13 VIRGINIA BEACH, VA	23,771	50,505	38	19	2.12	63 PHOENIX, AZ	26,686	44,143	79	13	1.65
14 LONG BEACH, CA	26,773	55,944	13	14	2.09	64 BOSTON, MA	34,127	56,431	12	8	1.65
15 SANTA ANA, CA	27,497	56,765	11	12	2.06	65 TACOMA, WA	24,500	40,484	91	13	1.65
16 YONKERS, NY	36,316	74,951	1	15	2.06	66 AUSTIN, TX	29,087	47,950	55	25	1.65
17 DETROIT, MI	30,118	61,581	6	10	2.04	67 BALTIMORE, MD	29,548	48,598	49	15	1.64
18 GRAND RAPIDS, MI	26,694	54,499	18	11	2.04	68 NEW ORLEANS, LA	25,225	41,478	89	26	1.64
19 TUCSON, AZ	22,723	46,359	69	31	2.04	69 RICHMOND, VA	28,635	47,011	65	15	1.64
20 NEWPORT NEWS, VA	23,771	48,069	54	33	2.02	70 DALLAS, TX	32,406	52,821	26	28	1.63
21 SPOKANE, WA	23,450	47,287	62	16	2.02	71 LITTLE ROCK, AR	26,105	42,499	87	18	1.63
22 BUFFALO, NY	25,654	51,553	34	14	2.01	72 MONTGOMERY, AL	24,084	38,857	94	22	1.61
23 NORFOLK, VA	23,771	47,760	58	20	2.01	73 LEXINGTON, KY	26,912	43,343	82	27	1.61
24 LUBBOCK, TX	23,451	46,490	68	45	1.98	74 GARLAND, TX	32,406	51,899	33	41	1.60
25 FORT WORTH, TX	26,790	52,776	28	31	1.97	75 MESA, AZ	26,686	42,594	86	16	1.60
26 COLUMBUS, OH	28,454	55,554	15	16	1.95	76 ST. PAUL, MN	33,561	53,555	22	12	1.60
27 HUNTINGTON BEACH, CA	27,497	52,953	24	10	1.93	77 ALBUQUERQUE, NM	24,842	39,607	92	25	1.59
28 FRESNO, CA	19,947	37,657	97	6	1.89	78 BATON ROUGE, LA	24,403	38,853	95	14	1.59
29 CLEVELAND, OH	29,239	55,163	16	16	1.89	79 MADISON, WI	30,214	47,635	60	15	1.58
30 SHREVEPORT, LA	22,858	43,097	83	31	1.89	80 MINNEAPOLIS, MN	33,561	52,807	27	11	1.57
31 CHARLOTTE, NC	28,784	54,242	19	30	1.88	81 LAS VEGAS, NV	27,780	42,981	85	11	1.55
32 GREENSBORO, NC	27,283	50,970	36	30	1.87	82 SACRAMENTO, CA	27,232	42,095	88	12	1.55
33 ARLINGTON, TX	26,790	49,760	40	31	1.86	83 NASHVILLE, TN	29,344	45,174	74	17	1.54
34 MOBILE, AL	21,062	39,058	93	22	1.85	84 OMAHA, NE	29,307	45,020	76	24	1.54
35 CINCINNATI, OH	28,507	52,737	29	13	1.85	85 DES MOINES, IA	29,527	45,344	72	17	1.54
36 DAYTON, OH	26,422	48,648	48	15	1.84	86 KANSAS CITY, MO	28,473	43,699	81	15	1.53
37 AKRON, OH	26,934	49,481	41	13	1.84	87 BIRMINGHAM, AL	26,582	40,710	90	12	1.53
38 INDIANAPOLIS, IN	29,022	52,855	25	20	1.82	88 OKLAHOMA CITY, OK	23,337	35,700	100	23	1.53
39 FORT WAYNE, IN	26,659	48,478	51	18	1.82	89 WORCESTER, MA	34,127	50,633	37	11	1.48
40 TAMPA, FL	27,224	49,267	43	33	1.81	90 ANCHORAGE, AK	32,659	48,264	53	11	1.48
41 GLENDALE, CA	27,497	49,436	42	12	1.80	91 WASHINGTON, DC	36,043	52,496	30	13	1.46
42 LINCOLN, NE	27,487	48,811	45	19	1.78	92 WICHITA, KS	26,211	37,088	98	12	1.41
43 RALEIGH, NC	30,394	53,660	20	30	1.77	93 OAKLAND, CA	33,657	47,402	61	15	1.41
44 JACKSONVILLE, FL	27,244	47,900	56	23	1.76	94 DENVER, CO	34,092	47,128	64	13	1.38
45 JACKSON, MS	24,542	43,077	84	27	1.76	95 AURORA, CO	34,092	46,857	66	13	1.37
46 SAN DIEGO, CA	27,657	48,436	52	12	1.75	96 TULSA, OK	26,533	36,450	99	19	1.37
47 NEWARK, NJ	37,136	64,677	4	13	1.74	97 FREMONT, CA	40,828	54,657	17	11	1.34
48 CHICAGO, IL	33,181	57,136	9	12	1.72	98 SAN JOSE, CA	40,828	47,773	57	8	1.17
49 MEMPHIS, TN	27,511	47,238	63	19	1.72	99 SAN FRANCISCO, CA	45,199	49,262	44	12	1.09
50 PHILADELPHIA, PA	31,295	53,573	21	11	1.71	100 SEATTLE, WA	36,854	38,773	96	12	1.05
DOD AVERAGE							\$28,165	\$49,264		18	1.75

Sources: U.S. Department of Commerce, Bureau of Economic Analysis, "Personal Income and Per Capita Personal Income for Metropolitan Areas, 1996-98," U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000., <http://www.cpmc.osd.mil/wage/scheds/educators.htm>.

TABLE IV-11

**THE RATIO OF 1999-2000 MA-MAXIMUM SALARIES TO THE 1999-2000 STATE AVERAGE
RANKED BY THE MA-MAXIMUM TO AVERAGE SALARY RATIO**

	State Average	MA Max	Rank	Steps	MA Max to State Ratio		State Average	MA Max	Rank	Steps	MA Max to State Ratio
1 YONKERS, NY	\$47,217	\$74,951	1	15	1.59	51 NORFOLK, VA	\$38,992	\$47,760	58	20	1.22
2 MIAMI, FL	36,722	57,000	10	20	1.55	52 MESA, AZ	34,824	42,594	86	16	1.22
3 SAN ANTONIO, TX	37,567	55,723	14	29	1.48	53 ALBUQUERQUE, NM	32,713	39,607	92	25	1.21
4 LINCOLN, NE	33,237	48,811	45	19	1.47	54 OKLAHOMA CITY, OK	29,525	35,700	100	23	1.21
5 JERSEY CITY, NJ	50,878	73,500	2	16	1.44	55 DENVER, CO	39,073	47,128	64	13	1.21
6 DALLAS, TX	37,567	52,821	26	28	1.41	56 RICHMOND, VA	38,992	47,011	65	15	1.21
7 FORT WORTH, TX	37,567	52,776	28	31	1.40	57 BOSTON, MA	46,955	56,431	12	8	1.20
8 GARLAND, TX	37,567	51,899	33	41	1.38	58 AURORA, CO	39,073	46,857	66	13	1.20
9 CHARLOTTE, NC	39,404	54,242	19	30	1.38	59 LEXINGTON, KY	36,255	43,343	82	27	1.20
10 HOUSTON, TX	37,567	51,525	35	28	1.37	60 MADISON, WI	39,897	47,635	60	15	1.19
11 RALEIGH, NC	39,404	53,660	20	30	1.36	61 SANTA ANA, CA	47,680	56,765	11	12	1.19
12 ST. LOUIS, MO	35,660	48,500	50	11	1.36	62 AKRON, OH	41,713	49,481	41	13	1.19
13 OMAHA, NE	33,237	45,020	76	24	1.35	63 HONOLULU, HI	41,292	48,783	47	14	1.18
14 JACKSON, MS	31,897	43,077	84	27	1.35	64 BATON ROUGE, LA	33,109	38,853	95	14	1.17
15 PITTSBURGH, PA	48,321	65,100	3	10	1.35	65 LONG BEACH, CA	47,680	55,944	13	14	1.17
16 TAMPA, FL	36,722	49,267	43	33	1.34	66 DAYTON, OH	41,713	48,648	48	15	1.17
17 ROCHESTER, NY	47,217	62,888	5	26	1.33	67 COLUMBUS, GA	41,122	47,754	59	20	1.16
18 COLUMBUS, OH	41,713	55,554	15	16	1.33	68 FORT WAYNE, IN	41,855	48,478	51	18	1.16
19 TUCSON, AZ	34,824	46,359	69	31	1.33	69 SPOKANE, WA	41,047	47,287	62	16	1.15
20 ARLINGTON, TX	37,567	49,760	40	31	1.32	70 FREMONT, CA	47,680	54,657	17	11	1.15
21 CLEVELAND, OH	41,713	55,163	16	16	1.32	71 COLORADO SPRINGS, CO	39,073	44,384	78	17	1.14
22 MILWAUKEE, WI	39,897	52,311	31	17	1.31	72 RIVERSIDE, CA	47,680	53,487	23	14	1.12
23 JACKSONVILLE, FL	36,722	47,900	56	23	1.30	73 GRAND RAPIDS, MI	48,729	54,499	18	11	1.12
24 SHREVEPORT, LA	33,109	43,097	83	31	1.30	74 BALTIMORE, MD	43,720	48,598	49	15	1.11
25 MEMPHIS, TN	36,328	47,238	63	19	1.30	75 HUNTINGTON BEACH, CA	47,680	52,953	24	10	1.11
26 EL PASO, TX	37,567	48,791	46	31	1.30	76 BIRMINGHAM, AL	36,689	40,710	90	12	1.11
27 MINNEAPOLIS, MN	40,678	52,807	27	11	1.30	77 PHILADELPHIA, PA	48,321	53,573	21	11	1.11
28 VIRGINIA BEACH, VA	38,992	50,505	38	19	1.30	78 PORTLAND, OR	45,103	49,869	39	14	1.11
29 GREENSBORO, NC	39,404	50,970	36	30	1.29	79 ST. PAUL, MN	48,729	53,555	22	12	1.10
30 LOUISVILLE, KY	36,255	46,591	67	18	1.29	80 BUFFALO, NY	47,217	51,553	34	14	1.09
31 NEW YORK, NY	47,217	60,306	7	20	1.28	81 WASHINGTON, DC	48,304	52,496	30	13	1.09
32 AUSTIN, TX	37,567	47,950	55	25	1.28	82 WORCESTER, MA	46,955	50,633	37	11	1.08
33 NEWARK, NJ	50,878	64,677	4	13	1.27	83 MOBILE, AL	36,689	39,058	93	22	1.06
34 DES MOINES, IA	35,678	45,344	72	17	1.27	84 MONTGOMERY, AL	36,689	38,857	94	22	1.06
35 ATLANTA, GA	41,122	52,224	32	13	1.27	85 TOLEDO, OH	41,713	43,758	80	11	1.05
36 PHOENIX, AZ	34,824	44,143	79	13	1.27	86 ANCHORAGE, AK	46,481	48,264	53	11	1.04
37 CINCINNATI, OH	41,713	52,737	29	13	1.26	87 GLENDALE, CA	47,680	49,436	42	12	1.04
38 DETROIT, MI	48,729	61,581	6	10	1.26	88 SAN FRANCISCO, CA	47,680	49,262	44	12	1.03
39 INDIANAPOLIS, IN	41,855	52,855	25	20	1.26	89 WICHITA, KS	36,282	37,088	98	12	1.02
40 ANAHEIM, CA	47,680	60,197	8	12	1.26	90 SAN DIEGO, CA	47,680	48,436	52	12	1.02
41 LITTLE ROCK, AR	33,691	42,499	87	18	1.26	91 SAN JOSE, CA	47,680	47,773	57	8	1.00
42 ST. PETERSBURG, FL	36,722	46,050	71	22	1.25	92 LAS VEGAS, NV	43,083	42,981	85	11	1.00
43 NEW ORLEANS, LA	33,109	41,478	89	26	1.25	93 OAKLAND, CA	47,680	47,402	61	15	0.99
44 NASHVILLE, TN	36,328	45,174	74	17	1.24	94 TACOMA, WA	41,047	40,484	91	13	0.99
45 LUBBOCK, TX	37,567	46,490	68	45	1.24	95 BAKERSFIELD, CA	47,680	45,185	73	11	0.95
46 TULSA, OK	29,525	36,450	99	19	1.23	96 LOS ANGELES, CA	47,680	45,166	75	10	0.95
47 NEWPORT NEWS, VA	38,992	48,069	54	33	1.23	97 SEATTLE, WA	41,047	38,773	96	12	0.94
48 CORPUS CHRISTI, TX	37,567	46,300	70	22	1.23	98 STOCKTON, CA	47,680	44,548	77	12	0.93
49 CHICAGO, IL	46,480	57,136	9	12	1.23	99 SACRAMENTO, CA	47,680	42,095	88	12	0.88
50 KANSAS CITY, MO	35,660	43,699	81	15	1.23	100 FRESNO, CA	47,680	37,657	97	6	0.79
DOD AVERAGE							\$41,544	\$49,264	18	1.19	

Sources: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpmo.osd.mil/wage/scheds/educators.htm>. American Federation of Teachers, annual survey of state departments of education.

Table IV-12

SALARY SCHEDULE FOR TEACHERS IN OVERSEAS U.S. SCHOOLS

1999-2000

	Bachelor's	BA +15	BA+30	Master's	MA +15	MA +30	Doctorate
Step							
1	\$29,125	\$30,140	\$31,155	\$32,170	\$33,185	\$34,200	\$35,215
2	30,230	31,320	32,405	33,495	34,580	35,670	36,755
3	31,335	32,500	33,655	34,820	35,975	37,140	38,295
4	32,440	33,680	34,905	36,145	37,370	38,610	39,835
5	33,545	34,860	36,155	37,470	38,765	40,080	41,375
6	34,650	36,040	37,405	38,795	40,160	41,550	42,915
7	35,755	37,220	38,655	40,120	41,555	43,020	44,455
8	36,860	38,400	39,905	41,445	42,950	44,490	45,995
9	37,965	39,580	41,155	42,770	44,345	45,960	47,535
10	39,070	40,760	42,405	44,095	45,740	47,430	49,075
11	40,175	41,940	43,655	45,420	47,135	48,900	50,615
12	41,280	43,120	44,905	46,745	48,530	50,370	52,155
13	42,385	44,300	46,155	48,070	49,925	51,840	53,695
14	43,490	45,480	47,405	49,395	51,320	53,310	55,235
15 *	44,540	46,560	48,515	50,535	52,490	54,510	56,465
16 *	45,590	47,640	49,625	51,675	53,660	55,710	57,695
17 *	46,640	48,720	50,735	52,815	54,830	56,910	58,925
18 *	\$47,690	\$49,800	\$51,845	\$53,955	\$56,000	\$58,110	\$60,155

* Steps 15, 16, 17 and 18 are longevity steps payable upon completion of four years service in steps 14, 15, 16, and 17 respectively.

Source: U.S. Department of Defense Civilian Personnel Management Service, Wage and Salary Division, *List of School District Minimums, Maximums and Steps*, Arlington, Va. May 2000, <http://www.cpms.osd.mil/wage/scheds/educators.htm>.

The American Federation of Teachers represents more than one million preK-12 teachers, para professionals and school-related personnel, higher education faculty and staff, health care professionals, and state and municipal employees.



DRAFT

Alaska State Legislature



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Representative Con Bunde District 18

FOR IMMEDIATE RELEASE: Oct. 17, 2001

CONTACT: Rep. Con Bunde, 465-4843

Committee to Consider Teacher Shortage **Will Visit Urban, Rural Districts; Hold Statewide Teleconference**

(JUNEAU) – Responding to a continuing shortage of qualified teachers in Alaska, the House Special Committee on Education has scheduled statewide hearings on the issue next week.

"Our children depend on an excellent education to prepare them for their future," Rep. Con Bunde (R-Anchorage), chair of the committee, said today. "Again and again, research has shown that the most important ingredient for a quality education is a quality teacher in the classroom. **Alaska has many excellent teachers. We need to retain them and recruit some more.**"

While Alaska has traditionally been an attractive market for professional educators, Bunde said, labor economists and educational experts report that recent economic trends in Alaska and Outside have made it harder for Alaska schools to attract and keep educators.

Created by the legislature last session to address critical issues in Alaska's educational system, the Education Committee will visit four diverse communities to talk with educators, administrators, and parents about Alaska's problems recruiting and retaining quality teachers. **The committee will travel to meet with education professionals and community members in the Kodiak School District on October 22, the Matanuska-Susitna Borough and Anchorage School Districts on October 23, and to Kotzebue to meet with the community of the Northwest Arctic Borough School District on October 24th.**

Other Alaskans interested in the issue are invited to participate in a statewide teleconference on Tuesday, Oct. 23 from 6 p.m. to 7:30 p.m., where committee members will learn more about the barriers to teacher recruitment and retention in Alaska, and ~~to~~ hear suggestions on how to break down those barriers ~~for~~ from teachers, administrators and community members across the state. Those interested in participating may contact their local Legislative Information Offices for instructions on how to testify by teleconference.

"Every state in the nation is trying to solve their teacher shortage in creative ways," Bunde said. "Alaska must remain competitive in this very important market. We need to identify the diverse problems that exist for school districts across the state, identify creative solutions, and implement them quickly for the good of our children. **I look forward to meeting with these four communities, and I hope we will hear from many people across the state on Tuesday night.**"

###

Subject: Teacher Shortage Hearing Schedule & Other Info

Date: Wed, 10 Oct 2001 16:29:17 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: committeecontacts <lhscbun+committeecontacts@legis.state.ak.us>,

teachershortagehearinglist <lhscbun+teachershortagehearinglist@legis.state.ak.us>

BCC: Con <conbunde@gci.net>, Dan Saddler <Dan_Saddler@legis.state.ak.us>

Hello all --

Here is the final schedule for the teacher shortage hearings taking place on October 22-24. I hope all committee members have made their plane reservations to Kodiak and Kotzebue!

I will be sending out hearing packets to committee members in good time to prepare for the meetings. I plan to include school district information (including meeting locations, plane & meeting times, scheduled participants, district profiles and districts' specific problems), and general research on the problems of and solutions for teacher recruitment and retention.

We are very happy to welcome testimony from the members of the communities we are visiting, either in person or in writing. We will also have teleconference capabilities for interested legislators, school district personnel, and community members who would like to attend but cannot travel to a particular location. The meetings will also be taped, but not transcribed.

The statewide teleconference is for the general public from those communities the committee is not visiting. *If your boss is not a member of the committee, but would like to be included in any of the teleconferences, please let me know and I will be happy to set that up.*

I have attached a notice that I have distributed to the LIOs and the school districts we are visiting. It has also gone out to the associations for teachers, principals, superintendents, etc. Please feel free edit it as you see fit to suit your community and/or to distribute it to whomever you think would be interested.

If you have any questions, please let me know. I'll be happy to help.
Karen McCarthy

October 22:

Kodiak School District

Meeting at Kodiak Borough Assembly Chambers

Flight 30: 6:00 am - 6:55 am (Anchorage to Kodiak)

Meeting Time: 8:00 am - 12:00 pm

Flight 4895: 3:10 pm - 4:15 pm (Kodiak to Anchorage)

October 23:

Mat Su School District

Meeting at the LIO (600 E. Railroad Avenue)

Drive to Wasilla

Meeting Time: 9:00 am - 12:00 pm

Drive back to Anchorage

Lunch on your own.

Anchorage School District

✓ Meeting at 4600 DeBarr Road (School Board Room, 1st Floor)
Meeting Time: 2:00 - 5:00 pm
Dinner on your own.

✓ Statewide Teleconference
Meeting at Anchorage LIO (716 W. 4th Avenue)
Meeting Time: 6:00 - 7:30 pm

October 24:

Northwest Arctic Borough School District

Meeting at the District Office

✓ Flight 152: 9:35 am - 11:06 am (Anchorage to Kotzebue)

Welcoming Lunch will be provided.

Meeting Time: 12:00 - 3:00 pm

Flight 156: 5:12 - 6:37 pm

☐ <u>Education Professionals Notice.doc</u>	Name: Education Professionals Notice.doc Type: Microsoft Word Document (application/msword) Encoding: base64 Download Status: Not downloaded with message
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received

Subject: Teacher Shortage Hearings

Date: Thu, 11 Oct 2001 16:17:42 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: ~~w~~marshall@ak.nea.org, ~~g~~giles@aasb.org, ~~a~~acsa@gci.net, ~~a~~assp@alaska.net,
~~w~~woody_wilson@fc.wsd.k12.us, fyatp@uaf.edu

BCC: Con <conbunde@gci.net>

Vern, Greg, Darroll, Carol, Woody and Jacqui:

On August 30, I sent you all an e-mail about the House Special Committee on Education's planned hearings on the teacher shortage. I included a notice that you could send out to your organizations' members.

Will any of you be participating in the statewide teleconference on October 23? If so, please let me know so that the committee members can expect to hear from you. If you have prepared comments for the meeting, please send them to me by noon on Monday, October 15th so that I can copy and distribute them in the committee members' packets. You can either e-mail them to this address or fax them to 907-465-3871.

Also, have you received input from any of your members indicating that they have an interest in providing comments to the committee? I am trying to gauge how much participation we can expect at the teleconference.

I have attached the final schedule for your information.

If you have any questions, please contact me. Looking forward to hearing from you!

Karen McCarthy
Committee Aide

House Special Committee on Education
Rep. Con Bunde, Chair

 <u>Final Meeting Times & Locations.doc</u>	Name: Final Meeting Times & Locations.doc Type: Microsoft Word Document (application/msword) Encoding: base64 Download Status: Not downloaded with message
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Subject: Re: Effective Teacher Recruitment and Retention Strategies

Date: Wed, 26 Sep 2001 17:29:00 -0800

From: "Con Bunde" <conbunde@gci.net>

To: "Representative Con Bunde" <Representative_Con_Bunde@legis.state.ak.us>

Save sthis for our repoort to the legislature on the teacher shortage hearings

----- Original Message -----

From: Representative Con Bunde

To: committeecontacts

Sent: Wednesday, September 26, 2001 4:48 PM

Subject: Effective Teacher Recruitment and Retention Strategies

This report was also featured in this week's Education Gadfly. As it does not lend itself particularly well to printing, I am sending it via e-mail for your review. If you are pressed for time, I would especially encourage you to look at the "Conclusions" section, which provides information on what strategies worked for principals, and the "Recommendations" section, which provides ideas for school districts and state policymakers. I will not be including this report in the hearing packets.

<http://www.ncrel.org/policy/pubs/html/strategy/>

Visit the NCREL Home Page

Effective Teacher Recruitment and Retention Strategies in the Midwest: Who Is Making Use of Them?

May 2001

Prepared for the North Central Regional Educational Laboratory by:

Debra Hare
Associate Director
Center for School Change
University of Minnesota

and

James L. Heap
Professor and Dean
College of Education
Ohio University

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policywww@ncrelsgi.ncrel.org

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Alaska State Legislature

Representative Con Bunde
District 18

Chair: House Special Committee on Education
Vice Chair: House Finance Committee

During Session:
State Capitol
Juneau, AK 99801-1182
(907)- 465-4843
E-mail: representative_con_bunde@legis.state.ak.us

During Interim:
716 W. Fourth Avenue
Anchorage, AK 99501-2133
(907) 269-0181
website: www.akrepublicans.org/Bunde.htm

FAX COVER SHEET

DATE: September 13, 2001
TO: Peggy
FAX #: 2864
FROM: Karen
RE: Teacher Shortage Hearings
PAGES: 5 (including cover)

Peg:

I am re-faxing the notice re: the House Special Committee on Education's hearings on the teacher shortage. I'm also sending a copy of the e-mail I sent to Sue with the districts' contact people and the notice we've sent out to education professionals around the state.

If you would distribute the notice to education professionals to all LIOs in the state, I'd appreciate it. I will also e-mail you a copy in case that makes distribution easier for you.

Please let me know if you have any questions or problems. I'm at 465-3881 or Rep. Bunde's e-mail address.

Thanks again,
Karen

Alaska State Legislature

Representative Con Bunde
District 18

Chair: House Special Committee on Education
Vice Chair: House Finance Committee

During Session:
State Capitol
Juneau, AK 99801-1182
(907)-465-4843
E-mail: representative_con_bunde@legis.state.ak.us

During Interim:
716 W. Fourth Avenue
Anchorage, AK 99501-2133
(907) 269-0181
website: www.akrepublicans.org/Bunde.htm

*faxed 8/29/01
5:00 pm.*

FAX COVER SHEET

DATE: August 23, 2001
TO: Legislative Teleconferencing
FAX #: 2864
FROM: Karen/Rep. Con Bunde
RE: HEDU Teacher Shortage Meetings
PAGES: 2 (including cover)

The House Special Committee on Education will be holding meetings regarding the teacher shortage in four communities. Three of the meetings will take place at school district sites. One will be a statewide teleconference at the Anchorage LIO

It is not possible for the committee aide to travel to these meetings. However, the committee would like to have the opportunity to teleconference and record the meetings. Is it possible for the LIO ladies to take the necessary equipment to the meetings and fulfill those functions?

The schedule of the meetings is:

<u>Date</u>	<u>Time</u>	<u>School District</u>	<u>Specific Location</u>
October 22	8:00 - 2:00	Kodiak School District	Kodiak
October 23	9:00 - 12:00	Mat-Su School District	Palmer
October 23	2:00 - 5:00	Anchorage S.D.	Anchorage
October 23	6:00 - 7:30	Statewide T/C	Anchorage LIO
October 24	12:00 - 3:00	NW Arctic Borough S.D.	Kotzebue

The information in and following this fax cover sheet is confidential and is intended for the addressee listed above.
If you have received this fax in error, please contact Representative Bunde at 1-800-892-4843.

Thank you!

L10 Fax (465) 2864 Teleconference Order No

L10 STAFF USE
4338

SPONSOR'S NAME

HEDU

CHAIRING SITE LOCATION

JUNEAU

DATE

Oct. 22, 23 & 24

STAFF CONTACT

KAREN

CHAIRPERSON

BUNDE

START/END TIME

Various

CONTACT TELEPHONE

4843

BILL NO TITLE/SUBJECT

Teacher Shortage

JUNEAU ROOM

~~XXXX~~

CONTACT E-MAIL

LEGISLATIVE TELECONFERENCE NETWORK SITES

ANCHORAGE	☒	FAIRBANKS	☐	KODIAK	☐	SITKA	☐
BARROW	☐	GLENNALLEN	☐	KOTZEBUE	☐	TOK	☐
BETHEL	☐	HOMER	☐	MAT-SU	☐	VALDEZ	☐
CORDOVA	☐	JUNEAU	☐	NOME	☐	WRANGELL	☐
DELTA-J	☐	KENAI	☐	PETERSBURG	☐		☐
DILLINGHAM	☐	KETCHIKAN	☐	SEWARD	☐	CHANGES	☐

OFF-NET/VTS SITES

LOCATION/CONTACT NAME/TELEPHONE

Oct. 22-Kodiak	School District	(8:00am-2:00 pm)
Oct 23 Mat-Su	S. D.	(9:00am-12:00 pm)
Oct 23 Anchorage	S.D.	(2:00 pm-5:00 pm)
Oct. 24 NW Arctic Borough	S.D.-Kotzebue	(12:00-3:00)

TESTIMONY TAKEN

YES ☒ Statewide T/C NO ☐

INVITATION ONLY

YES ☒ Mats.D. NO ☒ for T/C

TIME LIMIT

YES ☒ for statewide T/C
NO ☐ TIME LIMIT 3 minutes

NOTES

OTHER SITES MAY
ADD IN YES ☐ NO ☐

FOR LTN STAFF USE ONLY

BRIDGE INFORMATION

DIRECT DIAL	
PORTS REQUESTED	
PORTS FILLED	
INCREASE PORTS	
BRIDGE TELEPHONE	
TOLL FREE NUMBER	

TELECONFERENCE TYPE

LEGISLATIVE	PUBLIC HEARING	☐
NON-LEG	WORK SESSION	☒
LAA	ADMIN	☐
SPONSORED	CONSTITUENT	☐

ADMINISTRATION

ORDER TAKEN BY	
DATE	
TIME	

T/C Notice

Subject: Teacher Shortage Hearing S.D. Contacts
Date: Thu, 30 Aug 2001 11:25:47 -0800
From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>
To: Sue Gullufsen <Sue_Gullufsen@legis.state.ak.us>

Sue:

I have either spoken to or left messages for all of the contacts for the HEDU teacher shortage hearings. They will be expecting a call from the local LIO person.

Those contacts are:

Kodiak S.D.	Sheila Roberts	486-9220
Mat-Su S.D.	Kim Floyd	746-9251
Anchorage S.D.	Mary Kay	742-4312
Northwest Arctic Borough S.D. (Kodiak)	^{Bunny Schaeffer} ~~Superintendent Charles Mason~~	442-3472 ext. ~~233~~ 242

Do you need me to contact the Anchorage LIO ladies to set up the evening teleconference there on October 23? We are looking at doing that from 6:00 - 7:30 pm.

Thanks again for all your help!
Karen

Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
800-892-4843 (phone) 907-465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

August 30, 2001

To All Alaska Education Professionals,

The House Special Committee on Education is providing notice of the following meetings:

October 22, Monday Kodiak School District 8:00 a.m. - 2:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Mat-Su School District 9:00 a.m. - 12:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage School District 2:00 p.m. - 5:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage L.I.O. 6:00 p.m. - 7:30 p.m. (times approximate)
Statewide Teleconference for Teachers and Other Education Professionals Regarding the Teacher Shortage
Teleconferenced Yes - 3 minute limit per speaker

October 24, Wednesday NW Arctic Borough S.D. 12:00 p.m. - 3:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconference Invitation Only

We hope to hear from you about this important topic. The committee will be taking public testimony via teleconference only on October 23rd from 6-7:30 p.m. Education professionals from the Kodiak, Mat-Su, Anchorage and Kotzebue areas will, of course, be welcome to testify in person at those meetings. Anyone who cannot provide oral comments are certainly welcome to send written comments to Representative Bunde's e-mail address or fax them to 907-465-3871.

Questions or Comments? Please contact:

Karen McCarthy, Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair

1-800-892-4843 (Phone)
907-465-3871 (Fax)
Representative_Con_Bunde@legis.state.ak.us

Subject: Teacher Shortage Hearings

Date: Wed, 29 Aug 2001 11:40:10 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Joel Lounsbury <Joel_Lounsbury@legis.state.ak.us>,
Jennifer Strickland <Jennifer_Strickland@legis.state.ak.us>,
Beth Butcher <Beth_Butcher@legis.state.ak.us>,
Representative Peggy Wilson <Representative_Peggy_Wilson@legis.state.ak.us>,
Doug Letch <Doug_Letch@legis.state.ak.us>,
Katrina Matheny <Katrina_Matheny@legis.state.ak.us>,
Gwen Cornelius <Gwen_Cornelius@legis.state.ak.us>,
Nathan Johnson <Nathan_Johnson@legis.state.ak.us>

Good morning all --

Speaker Porter has approved travel for the Teacher Shortage Hearings. Please send your TRs in to his office (c/o Joel) as you would for a regular trip.

The schedule will be:

October 22:

Kodiak

Published plane times from Anchorage arrive Kodiak 7:00 am & depart 3:20 pm.

October 23

Mat-Su School District (approximately 9:00 am - 12:00 pm)

Anchorage School District (approximately 2:00 - 5:00 pm)

Possible Statewide Teacher Teleconference at Anchorage LIO 6:00 - 7:30 pm

October 24

Northwest Arctic Borough School District

Published plane times from Anchorage arrive Kotzebue 11:00 am & depart 4:00pm

Other Information:

- As soon as I have more specific information about the plans at each school district, I will let you know.
- Please make travel and hotel arrangements for your own boss as necessary.
- If we are coming to your community, please do what you can to publicize the meetings. I will also be asking NEA to spread the word to teachers statewide.
- Written testimony from teachers may be faxed to our Juneau office at 907-465-3871.
- I'll be checking with the LIOs to see if they can record the meetings off site.
- House Records will probably not do minutes, but if the meetings can be recorded, let me know if you want a copy of the tape(s).
- If you have any questions, please let me know.
- I will not be going on any of these trips.

Karen

*Peggy Wilson won't
be attending.*

Subject: Conversation with Dave Veazey re: Ed Ctr for Exc

Date: Wed, 22 Aug 2001 12:37:48 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Con <conbunde@gci.net>

Con -- Mr. Veazey called me to explain that the Center now ramping up as a partnership between UA and DoE is different from the proposal in the Ed Funding Task Force's A+ Report. This is an idea that Comm. Holloway and Bill McDarmid (formerly of UAF) came up with.

They are currently expecting results from a survey of teachers and school districts re: teacher recruitment and retention factors and the changing nature of K-12 education. They will get us that when they get the data back.

They are working from \$2.3 million from the feds plus \$500,000 in UA money. They are also 99% sure to get an additional \$1.3 million in federal money. They will be hiring a grant administrator so future funding will not have to be state GF.

So far, they have given \$700,000 in grants to school districts so the districts can accomplish what is needed locally re: teacher shortage.

They have also given \$100,000 to Alaska Teacher Placement so they don't have to charge applicants \$167 each for help in finding AK teaching jobs. They are also working with AK Teacher Placement to remodel what they do.

They are also looking at how to run a teacher mentoring system for teachers in their first two years.

They want to be "in the K-12 world fixing the problems that exist."

You are invited to their Center for Education Excellence Summit September 27-28 in Fairbanks. They will be talking with district admin and teachers to come to a consensus on how best the Center can meet districts' and teachers' needs.

He is very excited to work with you and would like to know how your vision for ed improvement fits with their plans. They are still ramping up toward making decisions about what they will be providing. They'd like to work with you.

I did express to him the Legislature's frustration that DoE tends to run off and do things without giving the policy call to the Legislature. They may be doing beneficial things, they certainly have good intentions, but that I hope to foster better communication. I think he got my message.

Denny will be talking with Matt Gill in Mulder's Anchorage office -- he did the UA budget -- to see if there was authorization there for the Center to exist and make expenditures.

Would you want to go to Fairbanks? I don't see anything on your schedule for those two days.

Do you want to have Mr. Veazey at the Anchorage teacher shortage meeting in October, or wait to have him at a session hearing?

PS -- I believe this might be the Dave Veazey who ran against Wilken. If so, I remember that Sheila was not impressed with his integrity. Maybe something to keep in the back of our minds as we work with him.

On the theory that it's wise to keep your friends close, and those you don't trust even closer. If this is the same guy.

Subject: Chugach & Teacher Shortage Hearings

Date: Wed, 15 Aug 2001 17:07:01 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Con <conbunde@gci.net>

Con --

I just got off the phone with Rich de Lorenzo at Chugach. We hadn't heard back if they wanted the committee to come out re: teacher shortage.

They don't, as they have no problems. They have lots of applicants and they've cut their attrition rate from 50% to 10%. He's sending 10 pages on how they keep their teachers happy. Things like:

- modular 2-bath houses provided through (HUD?) grants
- flying teachers to Anchorage to vent and re-charge their batteries
- flying mentors and substitutes in to give teachers support and a break
- conflict resolution training that works for general village problems
- making sure their teachers know they are valued and that their voices are heard. (Just as that Harvard study recommended.)

We might be able to include their techniques in a bulleted "successful strategies to keep teachers" list. Rich suggested we don't use their name. While some people think Chugach S.D. is great, others really don't.

So that brings us to 3 districts who want us -- Anchorage, Mat-Su and Kodiak. Two who don't -- Fairbanks and Chugach. And two who have been unresponsive -- Nome and NW Arctic Borough. I haven't heard back from Nome on my pointed "do you want us or not" question. I've asked Rep. Joule's staff to query NWAB (Kotzebue). I also have a question out to committee staff asking for legislators' dates of conflict in September and October.

You and I should probably figure out how we want these hearings to go. Afternoons or evenings? Quick hops or a full day? Everyone squished into one week or two or spread out? Public testimony and everything or just a closed meeting with the big cheeses?

One thought, we might be able to do Anchorage SD during Legislators Back to School Week (Sept 18-21) and get some good press. Although CSG begins on the 21st and Reps Porter & Green might be swamped.

Karen

A thousand applicants and 200 jobs. This was the standard in previous years at the Alaska Teacher Job Fair in Anchorage, Alaska. You might see people in tears after three days of waiting in lines, \$1000 plane tickets in their pockets, and not a single interview. Educators with experience and good resumes waiting in lines twelve people deep for hours to compete for jobs often in remote Alaskan villages where honey buckets replace toilets.

April 2001 Job Fair, 750 openings, 250 applicants and it is a teacher's market. Some districts are offering hefty signing bonuses and teachers are walking around with three contracts in hand. The single-file lines at district booths leave room to see teams of administrators like carnival barkers imploring teachers to interview, extolling the amenities of their sites. Over in the west corner, teachers surround two lone administrators at the Chugach booth. At a time when every teacher can have the job of their choice, three teaching couples are willing to split contracts and work half-time to get into our system. Such is the reputation today of Chugach School District.

5 Faculty and Staff Focus

5.1 Work Systems

5.1a(1) The CSD work system can be described as a well oiled, integrated machine, which fosters independent satisfaction as well as a healthy team atmosphere. Cross training allows for movement in the system, although, there are job-specific descriptions. Every teacher, from elementary to high school, in our organization teaches more than two developmental levels and multiple subject matter. Chugach site enrollment ranges from 10 to 40 students (K-12). Teachers do not teach subjects in isolation. Our teachers teach all subjects to the same group of students all day. This quality time is a powerful tool in building a relationship that will positively impact each student's life. Team members must be effective teachers and be able to take care of the health, safety and welfare of each child. New team members complete a two-week orientation to learn our system, the CIM, and the cultural environment. In some sites, teachers run school facilities, cook breakfast, at times act as police, organize transportation by plane and boat, and maintain a well-rounded and positive aspect. Many teachers have become integral members and role models within their communities. Unique safety requirements include weather and travel issues. Student access to faculty is 24-7, even beyond the nine-month school year. Home school students do work on their own schedule due to subsistence activities. Also, CSD students know what is expected and so can work on their education during summer

and after school. Therefore we provide year-round customer service.

The new Chugach culture of continuous improvement has garnered a staff of educators who declare, "Do what is best for the student", and then they do. CSD has high and clear expectations of staff and it is understood that members are philosophically aligned with the systems' logic. Employees believe in the system passionately. They consistently behave in a manner that is not only supportive, but teaches students and others to reach for increased leadership capacity. We know how to assess, instruct, reinforce, analyze, and continually improve which keeps the machine oiled. We are aligned to this model which is always an integrated system as seen in Figure 5.1-1.

The Chugach organizational culture is committed to employee satisfaction and well-being. While specific divisions in the workforce clarify roles and accountability, all employees are aligned to the shared vision and work together to share information. Research proves that most teachers do not stay beyond a second or third year teaching in Alaskan villages. CSD's average retention rate was one to two years before reform. In order to persevere over the challenges the district faces, CSD offers personnel flexible working conditions. The district supports job rotations and job share contracts. This enables married couples to support each other in the remote sites, although there may be only one job. Personal and district needs are met through adaptable work practices. Flexible calendars enable support



Figure 5.1-1 CSD Work System

staff and contractual employees to work from their homes outside the district region. In this way CSD is able to hire and keep good people.

We have two levels in this organization, the leadership team and team members. Agility is guaranteed through the continual improvement loop aligned with tools and training. Scheduled inservices, teleconferences, email, newsletters, and face-to-face contact aid staff in sharing information across thousands of miles. Recently acquired technology mentioned in Category 4 has greatly modernized our communication capabilities. CSD maintains digital calendars accessible by all sites to aid in the communication of events. One example of shared communications is the transportation schedules to sites. We strive to use planes wisely and knowledge of people movements in the sound can save a flight or double up a plane load. Our key communication processes are discussed in Categories 2,3, and 4. Knowledge is also shared through the TRM, which has been updated three times since its inception in 1996, and is now digitized on CD. The CSD method for knowledge sharing is the Continuum of Collegiality Figure 5.1-2. We collaborate and contribute. The new CSD organizational culture has generated a level of collegiality that is perched upon the higher levels of the continuum. Such a continuum establishes internal expectations for CSD employees. We have invited over seven districts to CSD inservices. Guest participants comment on the lack of employee conflicts and the positive and professional focus of our staff.

5.1a(2,3) While many districts across our nation yield to traditional standards, supported by tenure laws and unions, CSD plans to uphold standards of excellence, directing the long overdue recognition, status, and salaries that excellent teachers have earned. Faculty and staff developed the key tools of our performance pay program and are motivated and involved. The motivation stems from the empowerment to take immediate action by staff and faculty and in this way the CSD system is geared to expand the leadership capacity of each staff member. Performance-based pay is directly connected to faculty and staff goals and students objectives. The program is two-tiered providing for Individual and District-Wide Performance-based pay. From 1997 to 2000, this program has given \$87,900 in recognition of teacher advancement in instruction and refinement of the CSD system. Refinement is at the upper end of the continuum and demonstrates one way CSD encourages and invites

innovation. Through this process, teachers have changed and improved ILPs, CIM and district assessments. It is a voluntary CSD program whose intent is to provide a vehicle for:

- Clearly communicating expectations as well as a roadmap towards continuous professional improvement
- Recognizing and rewarding exceptional performance
- Creating a collaborative and cohesive team culture that will sustain and continually improve CSD
- Career Progression

Performance-based pay supports achievement by clearly defining and modeling high performance, providing incentives for that performance, and supporting performance with alignment to the Teacher Assessment System (TAS).

The faculty and staff performance management system is TAS. We help teachers become more effective instructors by using assessment tools that clearly identify research-based standards. Teachers can guide their own development. The goals of this system are as follows: Increased Student Success, Accountability and Compliance, Time Efficiency, and Professional Recognition and Career Progression. The goals are aligned to the OPG and strategic planning, Figure 2.1-1. Teachers who achieve the highest levels identified in this model can apply for national professional recognition in the National Board Certification. The State of Alaska and many professional organizations encourage participation in this new certification. It is projected by the year 2007 that National Board Certificates will be recognized and accepted in school districts across the nation.

TAS requires the following:

- Demonstration of performance that includes:
 - Observations by certified administrators
 - Comments from students, parents, fellow teachers and community members
 - Materials, documents and artifacts pertaining to standard
 - Self-reflection
- Involvement and training for staff on the assessment system, including revisions and improvements
- Assistance for teachers performing below district standards
- Opportunities for professional recognition

Our overall objectives for student and staff learning and development are clearly outlined in this system. Please see Figure 5.1-3, for an example of the model.



Figure 5.1-2 CSD Continuum of Collegiality

Teacher demonstrates ability to write instructional goals accommodating the diversity represented by the students.

Emerging	Developing	Advanced
Goals written generically and are not suitable for whole class. ILP's are not created, SLP data not reviewed.	Written goals include some accommodation for individual needs. Teacher rewrites as needed. Quality ILP's created & incorporated into regular instruction. SLP data rarely used to positively impact goals and outcomes.	Teacher shares goal writing strategies to meet the varying needs of students formally and informally with colleagues. Shares successful ILP and SLP strategies throughout the district and/or beyond.

Figure 5.1-3 Chugach TAS Example

CSD knows faculty and staff help "steer the boat" as we continue the Voyage to Excellence. Value is reinforced through numerous opportunities for recognition and celebration. District, school, and individual awards distinguish staff achievement. Recognition also occurs at inservices. Nearly the entire district participated in Team building and MTA training in Montana in 1998. In 1999 the district traveled to Washington State for Assets and Skill Streaming training and celebration of accomplishments. These events were linked directly to accomplishing goals in action plans aligned to the shared vision. In the early years of the reform process, Richard DeLorenzo used to tell staff they would one day be sought after by many districts in the state. The staff smiled wistfully, it was hard to see beyond the late hours and monumental struggles that happen when in the midst of revolution. The only important truth at that time was to do the right thing for students. Six years later, career development opportunities, such as being a consultant with other districts, are a very real option for all CSD personnel. Chugach staff are known statewide and often asked to present at inservices and conferences. Organizations all over the nation come to the tiny villages of Prince William Sound to observe their teachers in action. Two ex-Chugach teachers have become consultants for over 12 districts on converting to a standards-based system. These two also continue to work for Chugach on the TCT. Once a part of the Chugach family, it is hard to leave.

5.1a(4) We are small which enables us to do things differently. The superintendent holds annual career counseling and career pathing development talks with every staff and faculty member. In this way he knows where to support each employee. Faculty and staff know goals and objectives to achieve career goals. Professional standards are translated into development plans. The previous superintendent mentored our current Superintendent and both continue to

foster mentorships so as to grow potential superintendents and administration. Our career planning is beginning to reach the student level. For instance, several students have shown interest in the education field. CSD has supported these students with scholarship funding and job opportunities with our schools. This can enable us to provide future teachers to the village who grew up in the village and know the culture. To cultivate leaders within our communities will only strengthen the stakeholders and the organization. Most village staff are native to their communities, which provides a strong school-society link.

5.1a(5) CSD has identified key characteristics needed to be successful in our system with consideration given to the environmental challenges of the district. They are 1. Flexible Learner. 2. Compassion for Kids. 3. Systems-Thinker. When we recruit, hire and retain we have aligned incentives and evaluation tools to reinforce the core competencies and skills. The OTE process enables us to know what to look for in future staff and faculty hires and where we will need new skills. The organization can develop and then support those skills being learned and used. Every team member is involved and we reinforce diverse ideas, culture and thinking. CSD recruits personnel primarily through Alaskan Job Fairs. Partnerships with other districts also provide recommendations on good personnel. There are fewer educators looking for work which has made locating people with the above mentioned attributes more competitive. The numerous benefits Chugach offers are drawing excellent people to the organization. Figure 5.1-4 shows some of the ways CSD work environment reforms its challenges. In view of geographic isolation, the CSD Communication Process involves a strong support network for faculty and staff through email, newsletters, web-site, and numerous site visits by various district staff. Richard DeLorenzo and Bob Crumley's open-door policy extends to phone calls day or night and site visits on demand.

Dysfunctional Community	OTE, Assets Building, Skill Streaming Program, mentorships
Student Apathy	Meet individual Needs, Real-life learning Experiences, AH, CIM
Geographic Isolation	Communication Process, TCT, Inservices, Professional Development, Teambuilding
Teacher Burnout	Communication Process, TCT, job rotation, flexible calendars

Figure 5.1-4 CSD Answers to Work System Challenges

Our varied staff includes Aleut people and educators from all over the United States. CSD teaching experience ranges from 1-20 years. Personnel are from 20 - 50 years of age. Our retention rate since this reform process began is a clear measure of staff and faculty success, as documented in 7.4. CSD capitalizes on community meetings and the involvement of locals in key positions in schools. Our native staff acts as an important communication tool between the village and district office. Chugach taps into community thoughts by applying the words of our elders in the standards and shared vision. The standards-curriculum design team is made up of multi-faceted people who are all self-managed and empowered.

Diversity plans for leadership development are embedded in standards, assessments, and AH which ensures focus on respect for diversity. We want students to have economic feasibility when they return to their villages so entrepreneurship is one of the outcomes. The OTE process honors diversity, native groups come together at AH to share personal values and build self-esteem and pride in one's culture. We support and help train counselors at the Birchwood summer camp, designed to aid Native Alaskans, through partnership with the Chugachmiut Corporation.



5.2 Faculty and Staff Education, Training, and Development

5.2a(1) CSD believes that teachers are essential in creating a quality, standards-based program for students. In order to uphold the shared vision, CSD nurtures professional and personal development through the Professional Development Fund, performance-based pay, TAS, incentives, and recognition. Staff training contributes directly to the fulfillment of district action plans by alignment to the OPG, which drive training and development. This is demonstrated by thirty days of inservice. This staff development doubles most staff development opportunities in the United States. In Figure 2.2-2, the focus area of example is character development and the resources noted call for training in the SLP. As a result, CSD provided two days of training and have earmarked time during new teacher orientations to fully cover the SLP. Referenced in 5.1, the TAS and career counseling development talks assist each individual to achieve short- and longer-term career goals.

Within the hiring and selection process, we work with teachers who need temporary certification until they take the proper classes as happens when out of state teachers need to complete Alaska certification regulations. New employee orientation includes cultural orientation aligning diverse needs of stakeholders. Staff development opportunities are determined by results. Data drives CSD to research the best development opportunities. MTA Training was mandated for the entire faculty who traveled to Montana with the superintendent and director of instruction. This also became an opportunity for building relationships within the organization. Results in Figure 7.1-1 demonstrate the effectiveness of the MTA Training.

5.2a(2) Input from faculty and staff is collected through inservice surveys, training evaluations, online communications, informal communications, and team meetings on data results. Chugach organized the Professional Development Fund in 2000 in order to grant faculty and staff further opportunity to seek training in their individual area of interest and need. The district covers release time, registration, lodging and transportation up to \$1,000.00 per individual per calendar year. An application with clear guidelines has been established to ensure equal opportunity for all staff. Staff members agree to share skills and knowledge gained from the opportunity in a previously approved format.

Surveys also serve to give the organization input on training needs. Faculty, staff, and administrative input include delivery methods. The information from surveys is translated into alignment with the OPG. The senior leaders then research the best training and delivery options, looking for benchmark education. The best training opportunities are shared with staff and faculty who select from a compiled list. For district-wide training opportunities, the training is chosen by consensus and is data-driven. This process happens throughout the year and consistently every fall and spring.

A Professional Library resides at every site. The library is compiled and updated as faculty and staff share needs for learning. Resources for instruction in core subjects and support for teachers to help students move through standards are provided. The texts are gathered from the latest, brain-based research and best teaching practices. Because the standards-based curriculum sets clear continuums, it allows for flexibility in teaching. CSD teachers are generalists instructing multi-age and subject which requires agility in instruction. Teachers often ask for teaching strategies that align to the OPG so they may adjust the best techniques to help students achieve levels. Staff evaluates the Library through surveys and recommendations.

5.2a(3) Key suppliers and partners give Chugach input on

emerging trends as they relate to the shared vision. New technologies have allowed us to have simultaneous multiple input from sites. The key organizational needs stem from the shared vision and connect to the OPG. In this way, all faculty and staff development supports key organizational needs. The example in Figure 5.2-1 demonstrates a portion of the CSD professional development calendar. Key needs come directly from the shared vision and PDER process in support of the OPG. This table highlights some of CSD's innovations.

5.2a(4) CSD strives to meet the needs of each employee as well as every student, engaging **multiple delivery methods for faculty and staff training**. Methods for delivery allow for individual or group learning and learning from people both outside and inside the organization. Educational options are provided through distance delivery courses, web-based classes, CD tutorials, on-the-job instruction, modeling of best practices, workshops, institutes, conferences, mentorships, and inservices. The Professional Development Fund allows staff to choose delivery methods. The TCI often travels to sites to work with teachers. All training, whether individual or district-wide, is shared throughout the organization which builds collegiality and team focus.

CSD personnel have benchmarked techniques to improve the system and present at inservices and workshops. The Superintendent, Director of Instruction, and any staff member with expertise share skills by mentoring individually and traveling to sites. The OTE process trained staff and stakeholders together. The technology lab at the district office is used for staff technology training.

Whatever the delivery method, CSD seeks training which models the CIM. It is proven that the most effective learning happens during simulation or application of skills. By determining the best way to teach students, we know the best way to teach people. The ARCTIC Program is an excellent example of real-life learning. ARCTIC provides teacher training in computer technology. The instruction is application based so that when teachers leave the 4-week training they can prove mastery in teaching the skills to students because they have applied that knowledge. ARCTIC training is above and beyond CSD's thirty days of inservice. Chugach has a strong future orientation and commitment to uphold the system through staff education. A "Matters of Education" course is offered through the

Alaska Pacific University and is based on our system to reach and produce teachers in the future who are aligned with the success of our standards-based system. The District Office has a two-step method for effectively evaluating training. Same-day surveys are turned in to and compiled at the District Office. A one-month check-up determines how the training has been used and shared. The data collected from evaluations is incorporated into the design of future training (Figure 5.2-1).

5.2a(5) Organizational and personal learning are core values in CSD's shared vision to reinvent education. Continuous Improvement and adaptation to change are supported by our continuum of collegiality. Learning is reinforced through the TAS, performance pay, and a clear responsibility to create success. CSD personnel are celebrated statewide and nationally for their contributions to education. The district places great value on its staff and provides flexibility in jobs, offering job rotation opportunities.

5.3 Faculty and Staff Well-Being and Satisfaction

5.3a CSD employees have different needs than most school district employees. One must be self-motivated, a jack-of-all-trades, and self-reliant. Our teachers instruct multiple levels and subjects in remote areas. They also are responsible for the basic needs of others and may need to: cook, act as janitors and nurses, police, and perform maintenance—troubleshooting as they go. They must have a love of students and learning. Hiding behind anonymity in the village is not an option. We know that for people to be happy and satisfied in our surroundings they must have the key characteristics outlined in 5.1a (5). In order to offer faculty and staff a safe and healthy work environment, under difficult conditions, the district conducts inspections, listens to needs, and provides faculty and staff with the means to improve conditions as they can. Faculty and staff drive improvements by providing solutions to problems related to the OPG and meeting basic needs. Suggestions made showing innovations and agility are supported such as building a deck to access daylight. Environmental health is conducted beyond state and federal requirements through real-life connections with students. Examples include toxicity sampling and restoration of a local pond in Tatitlek, bridge building and salmon stream restoration in Icy Bay, bird population surveys in the Whittier region, and an investigation of indoor air pollution in Chenega Bay. To assist in meeting basic needs, lead staff conduct inventories

Leadership Systems	Teacher	Action Planning	Analytical Assessment	Action Planning	Yearly Thematic
Training	Orientation/	Progress	Reading, Writing, Math	Refine OPG	Planning
Systems	Supervisor	Refine OPG	Technology Training	Technology Training	for following year
Refinement	Development		(4 weeks)	(4 weeks)	

Figure 5.2-1 Thirty+ Days Yearly Staff Development Schedule

of buildings, equipment, and materials initially and as responsibilities and transfers occur. All amenities in buildings have been steadily improved including housing. The experience of senior leaders living and teaching in these conditions has ramped up improvements.

Due to active participation in the Effective Change Process, well-being and satisfaction are continuously improved upon. The elements of the Effective Change Process: Shared Vision, Skills, Incentives, Resources, and Action Plan (refer to Figure P.2-6) are essential in providing a positive environment in which to work and reside.

Due to the unique work environment, senior leaders are responsible for the lives of its personnel beyond the work-day. The main difference in CSD work environments is isolation. Village staff live in sparsely populated remote areas with difficult access. The remainder of CSD staff lives in larger metropolitan areas with stores, banks and road access. Isolation has been a key hurdle to staff satisfaction in the past. Despite extraordinary distances and cost, CSD has made a priority for travel in order to support resources and skills in the village sites as training and development opportunities help well-being. All staff rely on district provision of safe transportation because everyone travels in order to support village staff. A teacher who is threatened can depend on immediate response by the superintendent who will fly out or charter a plane for the teacher. The importance of health in mind, body and spirit is emphasized in the district and monitored by all.

5.3b(1,2) To improve the well-being of our staff, key factors are determined through surveys, daily communications with leadership, e-mail, telephone, and face-to-face conversations. Satisfaction survey results, turnover, absenteeism, and health and safety data are closely monitored for satisfaction results (see Results 7.4). Factors of satisfaction are dependent on location as previously discussed. Key factors are Health, Safety and a good Work Environment (Figure 5.3-1). The key factors are supported at CSD with services, policies and benefits.

Diverse services are provided to support the needs of staff. TCT visits support teachers with skills and offer release time and breaks from isolation. Job rotation, sharing jobs,

flexible work hours, and release time offer staff the ability to create a healthy work environment tapered to their needs. Senior leaders ensure staff can do their job by means of policies. Board Policy is altered to support faculty and staff, who are the first point of contact for customer response. Numerous benefits include performance-based pay, professional development fund, thirty days training, and inservices for personal interface and teambuilding to counteract isolation. CSD personnel cite the altruistic nature of working toward excellence in education as a benefit.

5.3b(3) The APQC Baldrige Survey and TAS are formal evaluation methods used annually to determine the well-being of staff. Informal evaluation occurs through daily communications, emails, and design projects. Engagement and involvement in creating the model allows leaders and staff to tailor to needs. We continue to improve methods until it works for the diverse workforce. Root cause analysis notifies us of gaps resulting in problems solved at their source by empowered employees.

Dramatic improvement in the retention rate of staff demonstrates the success of evaluation methods aligned to action plans. There has been no grievances or legal actions since the reform process began in 1994. We believe this is due to involvement of team members. Productivity is evidenced by student achievement. For documentation see Results 7.4. We promote well-being with provision of good insurance benefits, which offer counseling as well as dental, optic, maternity, and primary health coverage. A thorough benchmark analysis was completed to find the best provider for our staff and faculty insurance.

5.3b(4) Organizational performance results are monitored and become key inputs into OTE. We analyze survey results to find the lowest dissatisfier to drive improvements. Data Analysis drives priorities. CSD knew that to make an effective reform effort staff and faculty satisfaction had to excel over previous years. By making this a priority, conditions affecting morale and motivation have been addressed and continue to improve. Staff rates CSD as a master organization in this year's survey, which, can be found in Results 7.4.

Health	Percent sick days Provided health care	Less than 1% 100% Satisfaction	PWSTA, Interviews, Surveys, Informal Communication, Spring Consultations
Safety	Worker's Comp Claims Safety Inspection, Travel Index	Less than 5% 100% compliance	PWSTA, Inventories, Inspections, Surveys, Informal Communication Evaluations, Spring Consultations
Work Climate	Basic needs & resources Ergonomic Issues & Grievances	100% Satisfaction 100% Satisfaction	PWSTA, Inventories, Inspections, Surveys, Spring Consultations Informal Communication Evaluation

Figure 5.3-1 Key Measures and Targets with Faculty/Staff Input for Work Environment Factors

Facsimile

Chugach School District
9312 Vanguard Drive, Suite 100
Anchorage, AK 99507

Date: 8/15/01

To: Karen McCarthy

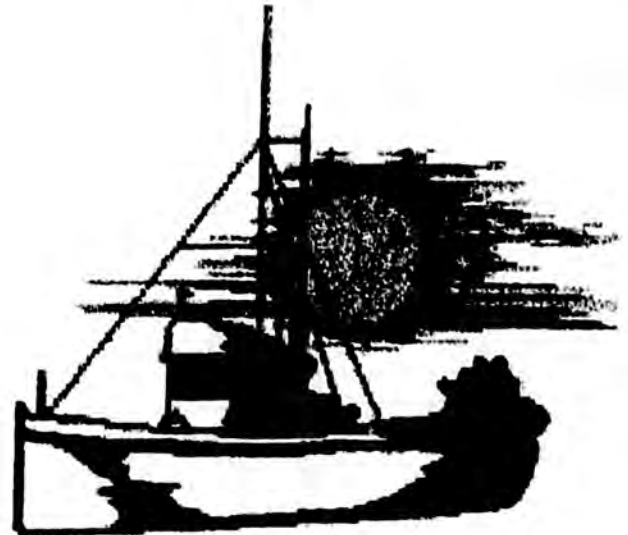
Company/School:

Fax #: 907-465-3871

From: Richard DeLorenzo

Chugach School District is sending 6 page(s),
including this cover page. If one or more of these pages do
not reach you please call our office.

Comments:





FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue

Fairbanks, Alaska 99701-4756

(907) 452-2000



August 10, 2001

The Honorable Con Bunde
Representative
Alaska State Legislature
State Capitol
Juneau, Alaska 99801-1182

RE: Teacher Shortage

Dear Representative Bundy:

Thank you for your invitation to visit our district to gather information on the teacher shortage.

Fortunately, we are not experiencing the severe problems with recruitment and retention of qualified teachers at this time as are some other districts. There are specialized areas of our applicant pool where we do not have a lot of applicants, but we have been fortunate enough to fill all teaching positions each school year so far.

The Fairbanks School Board passed a resolution in support of reinstating the loan forgiveness program for teachers and administrators working in Alaskan schools as a step in the right direction. A copy of the resolution is enclosed. The Department of Education's new regulation allowing reciprocal two-year provisional certification for teachers moving to Alaska will also help districts recruit and fill positions in a more expeditious manner.

Thank you again for your invitation to visit our district, but I do not believe a site visit to Fairbanks by the House Special Committee on Education would be productive at this time.

Sincerely yours,

Jim Holt
Superintendent

/plh

cc: Board of Education

FAIRBANKS NORTH STAR BOROUGH BOARD OF EDUCATION

RESOLUTION 00-10

Requesting Reinstatement of a Loan Forgiveness Program
for Teachers and Administrators Working in Alaskan Schools

WHEREAS, the Fairbanks North Star Borough School District is facing a teacher shortage in certain specialized areas and expects the problem to increase due to statewide and national teacher shortages; and

WHEREAS, Alaska student loans enable thousands of Alaskan students to attend colleges and universities each year; and

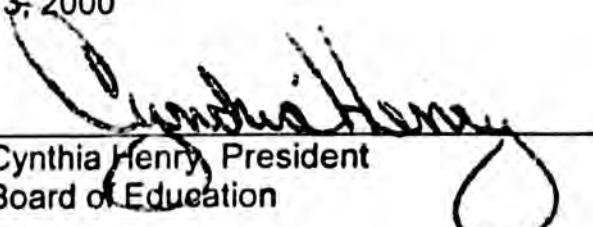
WHEREAS, the Alaska Student Loan Forgiveness Program which ended in the 1980's, motivated many educated Alaskans to return to Alaska and establish homes, careers and families; and

WHEREAS, Alaska benefits when Alaskans make their home in our state, and school districts benefit from graduates who choose a career in education; and

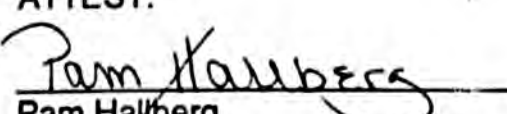
WHEREAS, the investment needed to fund a Teacher Loan Forgiveness Program would pay great dividends to Alaska in the form of additional teachers, better schools, and more capable students;

NOW, THEREFORE, BE IT RESOLVED that the Fairbanks North Star Borough Board of Education urges the State Board of Education & Early Development, the Alaska Commission on Postsecondary Education, the Governor, and the Legislature to reinstate a loan forgiveness program for teachers and administrators working under contract in Alaskan schools.

PASSED AND APPROVED: OCTOBER 3, 2000


Cynthia Henry, President
Board of Education

ATTEST:


Pam Halberg
Secretary to the Superintendent

Subject: Re: Teacher Recruiting & Retention

Date: Mon, 30 Jul 2001 16:21:27 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Stanandamy@aol.com

BCC: Con <conbunde@gci.net>

Superintendent Lujan:

Thank you for getting back to me about your district's problems in recruiting and retaining teachers in Nome. I appreciate your view of the situation, and your suggestions that for rural districts salaries and housing are two of the main problems.

Would it be beneficial to you for the committee to come to Nome to discuss the issue in detail with teachers, administrators, community members and other interested parties? If so, which month would be best for you -- August, September or October?

I look forward to hearing from you.
Con

Stanandamy@aol.com wrote:

> Representative Bunde,
>
> I am responding to your request for information regarding teacher recruitment
> and retention. This issue is rapidly becoming a crisis, both in our state
> and nationally.
>
> I have worked in six Alaskan districts since 1978, both rural and urban, and
> I am currently Superintendent of Schools for Nome Public Schools. When I
> first came to the state and up until just a few years ago, Alaska was able to
> attract quality teachers to even the most remote locations due to attractive
> salary schedules. In addition, many rural districts were able to provide
> subsidized housing.
>
> Within the past few years, due to the strong economy, class-size reduction
> programs and the increasingly demanding "accountability" programs, a
> nationwide teacher shortage has developed. Meanwhile, Alaska is the only
> state in the nation that has reduced its state budget in real dollar terms
> over the last few years, and education budgets have suffered. In addition,
> many of our long-time staff took advantage of RIP programs. It is to be
> expected that the turnover among their replacements is higher for the first
> few years.
>
> It was shocking to me to attend a job fair last year where the statistics
> were reversed from just a few years ago; instead of 600 applicants for 200
> jobs, we had 200 applicants for 600 jobs around the state. With this type of
> applicant pool it becomes a scramble just to get bodies, and the most highly
> qualified often hold two or three contract offers before the job fair begins.
>
> I'm sure you're aware of the financial incentives being offered in other
> states. As I mentioned above, the fact that our salary schedules are no
> longer among the top in the nation is a real problem, both for attracting and
> retaining good staff. The remote districts are faced with asking people to
> live in difficult circumstances, and that's hard to justify for many people
> when they can take home higher pay and have loans forgiven in a lower 48
> teaching position. Only the state legislature has the power to help us with
> this problem.
>

> A related financial issue is housing. Some districts have continued to
> maintain subsidized housing, and this is a tremendous advantage. On the
> other end of the spectrum, I've had to ask teachers to live with honey
> buckets and to haul water in remote villages, and this is a tough sell.
> Again, additional funding would be of tremendous help to rural districts.
>
> Thank you for your concern. Let me know if I can provide additional
> information. Sincerely,
> Stan Lujan
> Superintendent, Nome Public Schools



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
(800) 892-4843 (907) 465-4843 (phone)
(907) 465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

July 6, 2001

Ms. Carol Comeau
Superintendent
Anchorage School District
P.O. Box 196614
Anchorage, AK 99519-6614

Dear Superintendent Comeau:

I am interested in gathering information on what seems to be a problem in Alaska -- recruitment and retention of qualified teachers.

Is recruitment and retention a problem for you? If so, the House Special Committee on Education is considering visiting your school district to discuss this issue with teachers, administrators, community members and other interested parties. We hope to develop solutions that will work for you.

If you feel this suggestion would be beneficial, please contact my Juneau office at 1-800-892-4843 to discuss the details of such a visit. Please also let me know which month would be best for you -- August, September or October.

Sincerely,

Representative Con Bunde

CB/km

Subject: Teacher Shortage Hearings

Date: Thu, 30 Aug 2001 12:31:33 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

**To: vmmarshall@ak.nea.org, ggiles@asb.org, acsa@gci.net, aassp@alaska.net,
woody_wilson@fc.wsd.k12.ak.us, fyatp@uaf.edu**

BCC: Con <conbunde@gci.net>, Patti Swenson <Patti_Swenson@legis.state.ak.us>

Vern, Greg, Darroll, Carol, Woody and Jacqui :

The House Special Committee on Education will be having meetings around the state to discuss the problem of and possible solutions for the teacher shortage. The committee will be meeting with the Kodiak, Mat-Su, Anchorage and Northwest Arctic Borough School Districts. We will also be having a statewide teleconference to get input from education professionals from all over the state.

We hope to hear from your members about this important topic. The committee will be taking public testimony via teleconference only on October 23rd from 6-7:30 p.m. Education professionals from the Kodiak, Mat-Su, Anchorage and Kotzebue areas will, of course, be welcome to testify in person at those meetings. Anyone who cannot provide oral comments are certainly welcome to send written comments to Representative Bunde's e-mail address or fax them to 907-465-3871.

I have attached a notice that I think will be useful to you and your members.

Would you be able to publicize this opportunity for education professionals to provide their comments and suggestions to the committee members?

If you have any questions or concerns, please let me know.

Thank you very much!
Karen McCarthy
Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair

 <u>Education Professionals Notice.doc</u>	Name: Education Professionals Notice.doc Type: Microsoft Word Document (application/msword) Encoding: base64 Download Status: Not downloaded with message
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Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
800-892-4843 (phone) 907-465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

August 30, 2001

To All Alaska Education Professionals,

The House Special Committee on Education is providing notice of the following meetings:

October 22, Monday Kodiak School District 8:00 a.m. - 2:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Mat-Su School District 9:00 a.m. - 12:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage School District 2:00 p.m. - 5:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconferenced Invitation Only

October 23, Tuesday Anchorage L.I.O. 6:00 p.m. - 7:30 p.m. (times approximate)
Statewide Teleconference for Teachers and Other Education Professionals Regarding the Teacher Shortage
Teleconferenced Yes - 3 minute limit per speaker

October 24, Wednesday NW Arctic Borough S.D. 12:00 p.m. - 3:00 p.m. (times approximate)
Committee Overview of the Teacher Shortage
Teleconference Invitation Only

We hope to hear from you about this important topic. The committee will be taking public testimony via teleconference only on October 23rd from 6-7:30 p.m. Education professionals from the Kodiak, Mat-Su, Anchorage and Kotzebue areas will, of course, be welcome to testify in person at those meetings. Anyone who cannot provide oral comments are certainly welcome to send written comments to Representative Bunde's e-mail address or fax them to 907-465-3871.

Questions or Comments? Please contact:

Karen McCarthy, Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair

1-800-892-4843 (Phone)
907-465-3871 (Fax)
Representative_Con_Bunde@legis.state.ak.us

Subject: Re: fax of October calendar

Date: Thu, 23 Aug 2001 22:48:32 -0800

From: "Con Bunde" <conbunde@gci.net>

To: "Representative Con Bunde" <Representative_Con_Bunde@legis.state.ak.us>

explore that option with NEA →

----- Original Message -----

From: "Representative Con Bunde"

<Representative_Con_Bunde@legis.state.ak.us>

To: "Con" <conbunde@gci.net>

Sent: Thursday, August 23, 2001 4:47 PM

Subject: fax of October calendar

after the travel authorization is approved and everything is set. (T/C ladies)

✓ marshall@ak.nea.org

> Con -- I think the little sticky note folded over when I sent the fax of
> the calendar page.

> The message was, "If Brian approves the travel, this is the tentative
> schedule for the teacher shortage hearings based on Alaska Airlines'
> published flight time schedule for those dates. Any thoughts?

> Also, I thought that since we will only have a few hours in each
> district, and they won't be hours easily attended by teachers, that we
> could have a statewide teleconference in Anchorage in the evening just
> for teachers. That way we could get lots of different perspectives from
> around the state. I bet NEA would help us advertise it, if you'd like
> to do that. If you don't want to do that, we could solicit written
> testimony from teachers.

> Karen

>

Alaska State Legislature

DURING SESSION
STATE CAPITOL, ROOM 501
JUNEAU, AK 99801-1182
(907) 465-4843 (800) 892-4843
FAX: (907) 465-3871

WEB SITE
<http://www.akrepublicans.org/Bunde.htm>

DURING INTERIM
716 W. FOURTH AVE.
ANCHORAGE, AK 99501-2133
(907) 269-0181
FAX: (907) 269-0184

REPRESENTATIVE CON BUNDE District 18

E-MAIL
Representative_Con_Bunde@legis.state.ak.us

CHAIR: HOUSE SPECIAL COMMITTEE ON EDUCATION
VICE-CHAIR: HOUSE FINANCE COMMITTEE

April 4, 2001

To: Representative Brian Porter
Speaker of the House

From: Representative Con Bunde, Chairman
House Special Committee on Education

Re: Request for Interim Hearings



Attached is a request from Representative Gary Stevens for interim hearings in regards to the statewide problem of teacher recruitment and retention.

I am willing to have interim hearings on this issue.

Thank you.

Alaska State Legislature

SESSION ADDRESS:

Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

INTERIM ADDRESS:

112 Mill Bay Road
Kodiak, Alaska 99615
(907) 486-4925
Fax: (907) 486-5264

Representative Gary Stevens

April 3, 2001

To: Representative Con Bunde, Chairman
House Special Committee on Education

From: Representative Gary Stevens 

Re: Interim Hearings

Following up our earlier discussions, I would like to request that our Special Committee on Education hold hearings during the interim on the statewide problems of teacher recruitment and retention.

We are facing a national shortage of teachers and Alaska will be particularly affected. We once had the nation's highest salaries but now rank eighth. We are competing with school districts around the nation in a shrinking market. We should also discuss the teacher retirement system, student loan assumption, and teacher education here in Alaska.

A series of hearings would help the legislature learn just how serious the problem is, what the options are, and how we may go about meeting these challenges. I'd suggest a hearing in Anchorage, another one in Fairbanks, and a third in a smaller community, such as Kodiak.

Thank you for your consideration of this request.



Alaska State Legislature
House Special Committee on Education
Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
800-892-4843 (phone) 907-465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

October 10, 2001

To All Teacher Education Degree Candidates,

The House Special Committee on Education will be holding hearings around the state on the statewide teacher shortage. It would be valuable to the committee to have your input on this problem. If you would care to provide information to the committee, you may do so in one of the following ways:

- 1) Written comments may be sent to the committee by e-mail to Representative_Con_Bunde@legis.state.ak.us or by fax to 907-465-3871.
- 2) You may comment in person or by phone at the committee's statewide teleconference on Tuesday, October 23, at the Anchorage Legislative Information Office between 6:00 p.m. and 7:30 p.m. Please contact the L.I.O. for details at 269-0111. There is a three-minute time limit per speaker.

We hope to hear from you about this important topic.

Sincerely,

Representative Con Bunde

Questions? Please contact:
Karen McCarthy, Committee Aide
House Special Committee on Education
Rep. Con Bunde, Chair
1-800-892-4843 (Phone)
Representative_Con_Bunde@legis.state.ak.us

Subject: Praxis Information

Date: Thu, 25 Oct 2001 15:29:10 -0800

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Committee Contacts Mailing List <lhscbun+committeecontacts@legis.state.ak.us>

BCC: Con <conbunde@gci.net>

During the House Special Committee on Education hearing in Kotzebue yesterday, several witnesses discussed the difficulty of preparing for the Praxis test. There was also some discussion about the high cut score for the test here in Alaska.

I have obtained the following information from the Department of Education's Teacher Certification Director and from the Praxis website.

Two years ago, Alaskans began to be required to pass the Praxis before being admitted into a teacher education program. Students who have graduated from a teacher education program in another state must take the test to be certified to teach in Alaska.

The Praxis I is required, and tests reading, writing and math. Subject specialty tests are not required by the State of Alaska. The cost for each of the three Praxis I subtests is \$25, and each takes one hour.

I have attached a chart of the cut scores for each state. It was provided by the Dept. of Education.

You can learn more about the Praxis test at <http://www.teachingandlearning.org/licnsure/praxis/>. Some basic information about Praxis requirements for Alaska can be found at <http://www.teachingandlearning.org/licnsure/praxis/prxak.html>.

The Alaska Department of Education's Teacher Certification website address is <http://www.educ.state.ak.us/TeacherCertification/home.html>.

You can obtain "Tests at a Glance" -- test preparation booklets in pdf format-- at the following websites:

Reading: <ftp://ftp.ets.org/pub/tandl/0710.pdf>

Math:

<http://www.teachingandlearning.org/licnsure/praxis/prxtest.html#ppst>

Writing: <ftp://ftp.ets.org/pub/tandl/0720.pdf>

The Alaska State Standards for Teachers can be found on the Dept. of Education website at <http://www.eed.state.ak.us/gschools/teacherstandards.pdf>. The office of Teacher Certification was not able to tell me if the Praxis I is aligned to the State Standards for Teachers.

I hope you find this information useful. If you have any additional questions, please contact my Juneau office.

Con

Praxis Cut Scores By State

		Written Format Test				Computer Format Test			
		WReading	WWriting	WMath	W Total	CReading	CWriting	CMath	C Total
Alaska	AK	175	174	173	522	322	321	318	961
Arkansas	AR	172	173	171	516	319	319	316	954
Connecticut	CT				0	324	318	319	961
Delaware	DE	175	173	174	522	322	319	319	960
District of Columbia	DC	172	171	174	517	319	316	319	954
Florida	FL	172	171	175	518	321	318	317	956
Georgia	GA	176	176	174	526	322	321	321	964
Hawaii	HI	175	171	176	522	322	316	321	959
Indiana	IN	176	172	175	523	323	318	320	961
(Kansas)	KS				0				
Louisiana	LA	172	171	170	513	319	316	315	950
Maine	ME	176	175	175	526	323	322	320	965
Maryland	MD	177	173	177	527	325	319	322	966
Minnesota	MN	173	172	169	514	320	318	314	952
Mississippi	MS	170	172	169	511	316	318	314	948
(Missouri)	MO				0				
Montana	MT	170	170	170	510	316	314	315	945
Nebraska	NE	170	172	171	513	316	315	316	950
Nevada	NV	174	172	172	518	321	318	317	956
New Hampshire	NH	174	172	172	518	321	318	317	956
(New Jersey)	NJ				0				
(New Mexico)	NM				0				
North Carolina	NC	176	173	173	522	323	319	318	960
Ohio	OH				0				
Oklahoma	OK	173	172	171	516	320	318	316	954
Oregon	OR	174	171	175	520	321	317	320	958
Pennsylvania	PA	172	173	173	518				
Rhode Island	RI				0				
So. Carolina	SC	175	173	172	520	322	319	317	958
Tennessee	TN	174	173	173	520	321	319	318	958
Texas	TX	172	173	171	516				
U.S. Virgin Islands	VI	175	174	170	519	322	320	315	957
Vermont	VR	177	174	175	526	327	322	322	971
Virginia	VA	178	176	178	532	326	324	323	973
West Virginia	WV	174	172	172	518	321	318	317	956
Wisconsin	WI	175	174	173	522	322	320	318	960
# states higher than AK (in red, regular type)		7	3	11	6	7	3	11	5
# states lower than AK (in blue bold type)		15	21	13	18	14	22	13	20

Source: AK Department of Education

Subject: [Fwd: Teacher Shortage Hearing comments]

Date: Thu, 25 Oct 2001 08:39:19 -0800

From: Doug Letch <Doug_Letch@legis.state.ak.us>

To: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Here's one of the testifiers from Monday, Karen. I'll forward them to you as they come in.

Best,

Doug

Subject: Re: Teacher Shortage Hearing comments

Date: Thu, 25 Oct 2001 08:06:43 -0800

From: "Mel Levan" <mlevan@kodiak.k12.ak.us>

To: Doug_Letch@legis.state.ak.us

My name is Mel LeVan and I teach mathematics and science at Kodiak High School. I am a product of the Alaska public school system having graduated from Seward High School in 1977. As a side note my mother graduated from Seward High in 1947 and my grandmother attended school in Valdez in the 1910s. After graduating high school I attended the University of Alaska, Fairbanks where I received a B.S. degree with a double major in Chemistry and Mathematics. I then went on to receive a PhD in Physical Chemistry from Stanford University in 1987. I then worked with the Center For Naval Analyses (CNA). CNA is a Federally Funded Research Center that specializes in operations research for the Department of the Navy. In 1990 while on a two year field assignment in San Diego my wife and I decided to make a career switch into teaching. My wife also worked as an analyst for CNA. We both obtained California teaching certificates from San Diego State University. While it was difficult to go a year without pay I feel that my student teaching experience was vital. In 1991 my wife was hired by Larry Ledoux to teach Chemistry at Kodiak High School and I followed along. I substituted for a semester at Kodiak High School and then was hired half time. After another year I was hired full time. After ten year of teaching I feel that I am a good teacher but every year I learn to be a better teacher. In regards to merit pay I feel an accountable system would be one where experienced teachers would be given additional pay for additional responsibility. These teachers would stay in the classroom but would have additional responsibility for items like curriculum, teacher evaluation, discipline, and other traditionally administrative functions.

Subject: Education Idea

Date: Mon, 22 Oct 2001 10:33:26 -0800

From: stephen king <sking@chartercollege.edu>

To: "Representative_Con_Bunde@legis.state.ak.us" <Representative_Con_Bunde@legis.state.ak.us>

Dear Representative Bunde:

I read with interest today's article stating that you are heading the House Special Committee on Education. Work requirements prevent me from any possibility of airing my comments in person, but I am hoping that you will consider e-mail a viable alternative.

I am a teacher, by all accounts a pretty good one. I have been teaching at the commercial, college, and junior college levels for over five years. Unfortunately Alaska makes it impossible for me to teach at the high school level, where I often think I would enjoy serving, due to its strict certification requirements. I cannot teach in the public school system, in spite of a Masters' degree and years of successful experience, because I have not taken teaching courses at UAA, which is the only certification path in the state. As a teacher and the only breadwinner in my family (my wife is disabled) I cannot take the time to take such courses either. Add to the fiscal difficulties the fact that I've gone over the topics and discussed the courses at UAA with a fellow teacher and really do not hold any respect for what they teach, and I'm really not interested in following the path to certification.

It is my hope that you will consider a path taken by several other states, including Colorado and Pennsylvania, of adopting alternative credentialing mechanisms. In Colorado, for example, a Masters' degree serves as a teaching credential at the high school level (which, certainly, is not a guarantee of a teaching job; it merely gives the principal a bit more hiring freedom in that he or she can consider people with appropriate skills learned elsewhere). In Pennsylvania the requirements are a bit stricter, but it is still possible for a career instructor like myself to work at a high school in a teaching mode.

Thank you for your consideration,

Stephen King

Subject: Teacher Shortage

Date: Mon, 22 Oct 2001 17:10:49 -0500

From: "Brennan, Norman J." <NBrennan@tesoropetroleum.com>

To: "Representative_Con_Bunde@legis.state.ak.us" <Representative_Con_Bunde@legis.state.ak.us>

I understand that you are investigating the "teacher shortage" in the state. I hope you understand that the shortage is not of teachers, but rather of good teachers. Unfortunately, I speak with some experience.

My two sons grew up here in Alaska. Most of their educational experience was in Anchorage. I was a relatively involved father and I can tell you that in the 24 student-years they spent here they only had two outstanding teachers. Most were mediocre, but many were awful. A few examples follow.

A high school history teacher taught his class that the US Civil War was fought to free the slaves. I was reading the memoirs of US Grant at the time, a man somewhat familiar with that era, and noticed his remark that he knew of no US soldiers who joined the army to free the slaves. I discussed that with my older son, who asked about it the next day in class. His teacher's response was that he was a "trouble maker"! My son never spoke to that teacher again, in or out of class. Several years earlier, a fellow student intentionally spat in my son's face, whereupon my son decked this guy. The assistant principal said to me that she was shocked that my son would react that way since "I can't imagine why he would be offended by that (being spat on)". Every male member of the faculty I spoke to said they would have decked the guy too. My son was still suspended for five days.

My younger son was an abject failure in high school. At 18 he transferred to the adult learning center, did one years worth of credit in three months, got straight A's and a full scholarship at UAA. He's now a B+ student there. Why was he so successful on his own without teachers, administrators and staff? He is a good, but rambunctious, young man who never got into any serious trouble. Why did the school district respond to his typical teenage behavior by trying to get me to approve a daily dose of Ritalin? Must be much easier to drug them, than to teach them I guess!

I've read reports that of all college graduates (not applicants), education majors have the lowest SAT scores. Of all masters candidates, education majors have the lowest GRE scores. Of all professions requiring a degree, which is the most heavily unionized? Do you think there is a correlation here?

My point is this: if you intend to pay teachers what they are worth, many will get a pay cut! I, and most Alaskans, get paid for results on the job. Hold teachers to the same standard to which we are held. Pay for performance, not because they have a powerful union. But, of course, the union won't negotiate on that point.

Sincerely,

Norm Brennan
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Kenai, AK 99611
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