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Chicago Alliance For Equity in Computer Science

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**RESEARCH QUESTIONS**

- How many of Michigan’s certified teachers were not teaching in Michigan preK-12 public schools during the 2017/18 school year? What were their demographic, employment, and certification characteristics, and which demographic and employment characteristics distinguish them from teachers who were teaching?
- What reasons did certified teachers who were not teaching in 2017/18 give for leaving or choosing not to teach in preK-12 public schools? Did these reasons vary by demographic and employment characteristics?
- What incentives did certified teachers who were not teaching in 2017/18 indicate would motivate them to teach? Did these incentives vary by demographic and employment characteristics?
- Respondents also frequently selected financial incentives, such as allowing retirees to retain their retirement benefits, improving other benefits, and forgiving student loans, as one of their three most important incentives.

**MAIN FINDINGS**

The study found that approximately 61,000 teachers certified in Michigan were not teaching in the state’s public schools in 2017/18. A survey of nonteaching certified teachers found that they most frequently selected wanting a higher salary as one of the three most important reasons why they were not teaching and that they most frequently selected an increase in salary as one of the three most important incentives that would motivate them to teach. Respondents also frequently selected financial incentives, such as allowing retirees to retain their retirement benefits, improving other benefits, and forgiving student loans, as one of their three most important incentives.

**WHY THIS STUDY**

Faced with teacher shortages across multiple regions of the state and content areas, Michigan education leaders are assessing the viability of recruiting certified teachers who are not currently teaching to fill vacant teaching positions in public schools. This study examined the characteristics of these teachers, their reasons for not teaching, and the incentives that would motivate them to teach in public schools.