

The subject areas of the Career and Technical Education (CTE) licenses in Wisconsin include:

- Agriculture Education
- Business & IT Education
- Family & Consumer Sciences Education
- Marketing Education
- Technology Education & Engineering

The Department of Public Instruction recently completed the 2015-16 Wisconsin Educator Staffing survey to identify critical information on Wisconsin’s school staffing shortages. The survey gathered general information on school districts’ efforts to attract, recruit, hire, prepare, and retain educators. The survey can be found here: <http://dpi.wi.gov/sites/default/files/imce/tepd/pdf/WI-Educator-Staff-Data-School-District-Survey.pdf>. The following report contains the results of the survey relating to teachers with Early Childhood-Adolescence Licensure in Career and Technical Education.

Key Findings

- While few districts sought candidates for Career and Technical Education (CTE) positions in 2015-16, nearly all of those that did reported an extreme shortage of qualified candidates.
- More than 85% of districts seeking Agriculture Education teachers, Family & Consumer Science teachers, and Technology Education & Engineering teachers reported few candidates and few if any high quality candidates.
- Shortages for Marketing and Business Education were significant, but less so than for other CTE positions. 66% of districts seeking Business educators and 53% of districts seeking Marketing educators reported an extreme.

The following pages contain the responses to survey questions. The responses are disaggregated by CESA, and the proportion of districts statewide reporting each response is provided. The additional free-written responses given by some districts are also provided below each respective table.

Rate the supply of applicants for each license. For licenses rated “**slight shortage**” or “**extreme shortage**,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

Career and Technical Education Licenses

Agriculture Education

"Our EC-A AGRICULTURE EDUCATION applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	36	50	18	19	21	26	21	22	15	23	26	9	286	82.2
Many applicants; applicants in pool are qualified—Supply normal to demand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Many applicants; few high quality candidates— Slight shortage	0	1	0	0	0	0	0	0	0	0	0	0	1	0.3
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	1	1	2	0	0	0	0	0	0	0	0	0	4	1.2
Few applicants; few if any high quality candidates— Extreme shortage	0	2	2	2	6	4	9	1	1	1	1	0	29	8.3
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	1	4	4	2	3	1	4	1	1	1	0	0	22
Hired a teacher considered below our preferred standard of experience or quality	0	0	0	0	1	1	1	0	0	0	1	0	4
Canceled classes	0	0	0	0	1	0	0	0	0	0	0	0	1
Eliminated or reduced a program	0	0	0	0	0	0	0	0	0	0	0	0	0
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	0	2	0	0	0	0	0	2
Employed a teacher on an emergency permit/license	0	0	0	0	1	3	2	0	0	0	0	0	6
Filled with a substitute	0	0	0	0	1	0	0	0	0	0	0	0	1
Brought back a retired staff member	0	0	0	0	0	0	1	0	0	0	0	0	1
Gave another teacher an overload assignment	0	0	0	0	0	0	1	0	0	0	0	0	1
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	1	0	0	0	1	0	0	0	0	0	2
Offered financial incentives (signing bonuses, higher salary)	0	0	3	0	0	0	1	0	1	0	0	0	5
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	1	0	0	0	1	0	2

Other:

CESA 7

Filled the position with limited term sub and will be posting again this spring

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

Business & IT Education

"Our EC-A BUSINESS EDUCATION applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	20	44	16	15	19	24	21	19	15	16	18	8	235	67.5
Many applicants; applicants in pool are qualified—Supply normal to demand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Many applicants; few high quality candidates— Slight shortage	3	0	0	0	0	0	0	0	0	0	0	0	3	0.9
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	5	3	1	1	0	2	2	2	0	4	6	0	26	7.5
Few applicants; few if any high quality candidates— Extreme shortage	9	7	5	5	8	4	7	2	1	4	3	1	56	16.1
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	14	8	1	3	5	2	3	1	0	7	5	0	49
Hired a teacher considered below our preferred standard of experience or quality	4	0	3	2	3	2	3	0	0	1	2	0	20
Canceled classes	0	0	0	0	1	0	0	0	1	0	0	1	3
Eliminated or reduced a program	1	0	0	0	0	0	0	2	1	0	0	0	4
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	0	2	0	0	0	0	0	2
Employed a teacher on an emergency permit/license	3	1	1	2	3	0	3	2	0	0	1	1	17
Filled with a substitute	1	0	0	1	1	0	0	0	0	0	0	0	3
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Gave another teacher an overload assignment	2	1	0	0	0	0	2	0	1	0	0	0	6
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	1	1	0	0	0	0	0	1	0	0	0	0	3
Offered financial incentives (signing bonuses, higher salary)	2	0	0	0	0	1	0	0	0	0	0	0	3
Offered tuition assistance to complete educator preparation	0	0	1	1	0	0	0	0	0	0	0	0	2
Other	1	0	0	0	2	1	0	0	0	0	1	0	5

Other:

CESA 1

Hired best candidate

CESA 5

Alternative licensure

Teacher Intern

CESA 6

Hired an individual with a business degree with emergency license

CESA 11

One was good the others were not of quality

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

Family & Consumer Sciences

"Our EC-A FAMILY & CONSUMER SCIENCES applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	29	41	21	17	18	26	20	22	12	20	25	8	259	74.4
Many applicants; applicants in pool are qualified— Supply normal to demand	0	0	0	0	1	0	0	0	0	0	0	0	1	0.3
Many applicants; few high quality candidates— Slight shortage	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	2	2	0	1	0	0	0	0	1	1	1	0	8	2.3
Few applicants; few if any high quality candidates—Extreme shortage	6	11	1	3	8	4	10	1	3	3	1	1	52	14.9
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	2	8	0	2	3	1	5	0	2	1	2	1	27
Hired a teacher considered below our preferred standard of experience or quality	2	3	0	1	0	1	2	0	0	0	0	0	9
Canceled classes	0	0	0	1	0	0	1	1	1	2	1	0	7
Eliminated or reduced a program	0	3	1	0	1	0	1	0	1	2	0	0	9
Increased class sizes to reduce sections/classrooms	1	0	0	0	0	0	1	0	0	0	0	0	2
Employed a teacher on an emergency permit/license	3	3	0	0	2	0	3	0	1	0	0	0	12
Filled with a substitute	1	1	0	1	0	0	0	0	0	0	0	0	3
Brought back a retired staff member	1	0	0	0	1	0	0	0	0	0	0	0	2
Gave another teacher an overload assignment	3	1	0	0	0	1	1	0	0	0	0	0	6
Reached an arrangement to share staff with another district	0	1	0	0	0	0	0	0	0	0	0	0	1
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	1	1	0	0	0	1	1	0	0	1	0	0	5
Offered financial incentives (signing bonuses, higher salary)	2	0	0	0	1	0	2	0	0	1	0	0	6
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	1	0	1	2	0	0	0	0	0	1	1	7

Other:

CESA 1

Hired 2 great teachers

CESA 2

Changed program to health and nutrition

CESA 4

no program 1st sem/hired new grad for 2nd semester

CESA 5

1 applicant. She has resigned.

hired emergency license individual, working on license

CESA 11

Hired at Semester

CESA 12

FACE is difficult to fill. We had one applicant--but a great one.

Rate the supply of applicants for each license. For licenses rated “**slight shortage**” or “**extreme shortage**,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

Marketing Education

"Our EC-A MARKETING EDUCATION applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	35	52	22	21	25	26	29	23	16	21	27	8	305	87.6
Many applicants; applicants in pool are qualified— Supply normal to demand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Many applicants; few high quality candidates— Slight shortage	0	0	0	0	0	1	0	0	0	0	0	0	1	0.3
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	0	1	0	0	0	2	1	0	0	2	0	0	6	1.7
Few applicants; few if any high quality candidates— Extreme shortage	2	1	0	0	2	1	0	0	0	1	0	1	8	2.3
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	1	2	0	0	1	3	1	0	0	3	0	0	11
Hired a teacher considered below our preferred standard of experience or quality	1	0	0	0	0	1	0	0	0	0	0	0	2
Canceled classes	0	0	0	0	0	0	0	0	0	0	0	1	1
Eliminated or reduced a program	1	0	0	0	0	0	0	0	0	0	0	0	1
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	0	0	0	0	0	0	0	0
Employed a teacher on an emergency permit/license	1	0	0	0	0	0	0	0	0	0	0	0	1
Filled with a substitute	0	0	0	0	1	0	0	0	0	0	0	0	1
Brought back a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Gave another teacher an overload assignment	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA or outside service provider	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered financial incentives (signing bonuses, higher salary)	0	0	0	0	0	0	0	0	0	0	0	0	0
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0

Other:

Rate the supply of applicants for each license. For licenses rated “slight shortage” or “extreme shortage,” you will be asked to indicate the strategies you used to respond to the staff shortfall.

Technology Education & Engineering

"Our EC-A TECHNOLOGY EDUCATION AND ENGINEERING applicant pool had:"	CESA												SW	%
	01	02	03	04	05	06	07	08	09	10	11	12		
We did not have vacancies in 2015-16	23	37	18	14	18	19	16	18	12	16	21	8	220	63.2
Many applicants; applicants in pool are qualified—Supply normal to demand	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Many applicants; few high quality candidates— Slight shortage	0	1	0	0	1	0	0	0	0	0	0	0	2	0.6
Few applicants; but applicants in pool tend to be of high quality— Slight shortage	1	1	1	1	0	3	0	0	0	1	1	0	9	2.6
Few applicants; few if any high quality candidates— Extreme shortage	13	15	3	6	8	8	14	5	4	7	5	1	89	25.6
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	8.1
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348	

Here are the strategies that school districts reported:

Total of any type of shortage (slight or extreme)	01	02	03	04	05	06	07	08	09	10	11	12	SW
Hired successfully for the position	7	9	2	1	4	8	5	2	4	4	3	0	49
Hired a teacher considered below our preferred standard of experience or quality	1	3	1	3	3	1	5	1	0	0	2	0	20
Canceled classes	0	1	0	1	1	0	2	0	0	1	0	0	6
Eliminated or reduced a program	0	2	0	2	1	0	2	0	0	1	0	0	8
Increased class sizes to reduce sections/classrooms	0	1	0	0	0	0	1	0	0	1	0	0	3
Employed a teacher on an emergency permit/license	5	6	0	0	1	1	2	0	0	2	0	1	18
Filled with a substitute	3	2	0	1	0	0	0	0	0	0	0	0	6
Brought back a retired staff member	1	1	1	1	0	0	1	1	0	2	0	0	8
Gave another teacher an overload assignment	3	0	0	1	0	1	2	0	0	1	0	0	8
Reached an arrangement to share staff with another district	0	0	0	0	0	0	0	1	0	0	0	0	1
Contracted with CESA or outside service provider	1	0	0	0	1	0	0	0	0	0	0	0	2
Hired virtual instructor or provided online instruction	0	0	0	0	0	0	0	0	0	0	0	0	0
Conducted a targeted recruitment to hire a teacher under contract in another district	2	3	0	0	0	0	0	0	0	1	0	0	6
Offered financial incentives (signing bonuses, higher salary)	4	4	1	2	0	2	2	1	1	2	0	0	19
Offered tuition assistance to complete educator preparation	0	2	0	0	0	0	0	0	0	0	0	0	2
Other	1	3	0	1	2	0	1	0	0	0	2	0	10

Other:

CESA 1

Received Initial Experience Based 3 Year License

CESA 2

Moved a science teacher to tech ed because we felt we could find a science teacher

Assigned a current teacher to CTE who expressed an interest in the position and supported emergency licensure

Still neg. on it

CESA 4

We ended up paying them a LOT more than our contract lists.

CESA 5

Hired general contractors for the instructors. Currently, applying for teacher certification through the alternative licensing system.

Issued a one year contract and re-structured the program moving ahead in 2016-17.

CESA 6

One year contract

CESA 7

Changed the nature of courses to be compatible with STEAM

CESA 11

in progress

Took a risk on a teacher who was laid off

EC-A CTE Teaching Vacancy Graphs

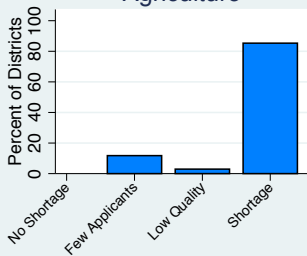
The bar graphs on the following page compare the quality of the available applicant pools for different EC-A CTE teaching positions when districts reported vacancies for them.

Chart labels follow this rubric:

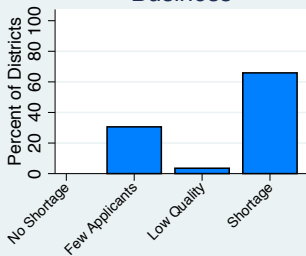
- Many applicants; applicants in pool are qualified—Supply normal to demand==**No Shortage**
- Few applicants; but applicants in pool tend to be of high quality==**Few Applicants**
- Many applicants; few high quality candidates==**Low Quality**
- Few applicants; few if any high quality candidates==**Shortage**

Career & Technical Education

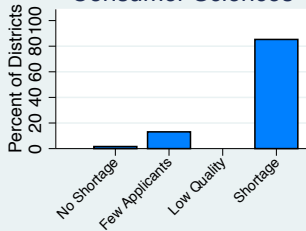
Agriculture



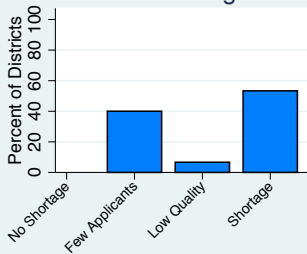
Business



Family/ Consumer Sciences



Marketing



Tech Ed/ Engineering

