



Wisconsin Educator Staff Data – School District Survey 2015-16

Special Education Licensure

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 Special Education Licensure.

Key Findings

- For most Special Education licensure positions, the majority of districts did not have openings. However, districts with vacancies reported significant shortages across all types of Special Education positions.
- Across all Special Education positions, less than 2% of districts with vacancies reported that the supply of qualified candidates was normal to the demand.
- More than half of districts seeking a Cross-Categorical Special Education teacher reported an extreme shortage, and just under half reported an extreme shortage for their Speech/Language Pathologist vacancies.
- Districts most often hired candidates below their preferred level of experience or quality in order to fill their Special Education vacancies. Districts also commonly hired teachers on emergency permits or hired paraprofessionals to assist with Special Education caseloads.

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.

Early Childhood Special Education (Ages birth to 8)

"Our EARLY CHILDHOOD SPECIAL 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	21	43	18	12	22	17	22	16	13	21	22	9	236	67.8
Our district contracts out to fill this teaching vacancy	0	0	1	0	1	0	0	0	1	2	1	0	6	1.7
Many applicants; applicants in pool are qualified— Supply normal to demand	1	0	0	0	0	2	0	0	0	0	0	0	3	0.9
Many applicants; few high quality candidates— Slight shortage	5	1	0	0	0	1	0	0	0	0	3	0	10	2.9
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	1	5	2	2	2	5	2	1	0	0	1	0	21	6.0
Few applicants; few if any high quality candidates—Extreme shortage	9	5	1	7	2	5	6	6	2	1	0	0	44	12.6
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	10	9	2	2	3	5	5	5	1	1	4	0	47
Hired a teacher considered below our preferred standard of experience or quality	2	3	1	6	1	4	2	0	2	0	0	0	21
Hired a paraprofessional to assist with caseload	1	2	0	0	0	3	2	2	1	0	0	0	11
Changed service delivery model	0	3	0	0	1	3	2	1	0	0	0	0	10
Increased class sizes to reduce sections/classrooms	0	1	0	0	0	2	0	0	0	0	0	0	3
Employed a teacher on an emergency permit/license	5	3	1	0	0	1	1	1	0	0	0	0	12
Hired a retired staff member	0	1	0	0	1	0	0	1	0	0	0	0	3
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with outside service provider	1	0	0	0	0	0	0	0	0	0	0	0	1
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	1	1	0	0	0	1	0	0	0	0	0	0	3
Offered tuition assistance to complete educator preparation	1	0	1	0	0	0	1	0	0	0	0	0	3
Other	1	3	0	2	0	0	2	0	0	0	0	0	8

Other:

CESA 1

We wanted an additional person we settled for the current staffing of 1 teacher and 1 assistant

CESA 2

hired teacher from another state

offered free 3 year old kindergarten and reduces day care

On campus recruitment at Higher Education partners

hired an intern

CESA 4

Moved one of our existing teachers with the certification and then hired an elem replacement

We hired someone who was working on their certification. We have struggled this year to get her to be a high quality teacher.

CESA 7

hired emerg lic

We hired a special education teacher and are paying for the credits needed to get the additional licensure with a guarantee of three years commitment to the district.

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.

Cross Categorical Special Education (MC-EA and EA-A)

"Our CROSS CATEGORICAL SPECIAL 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	16	20	11	5	13	10	12	12	7	14	16	9	145	41.7
Our district contracts out to fill this teaching vacancy	0	0	0	0	0	0	0	0	1	1	0	0	2	0.6
Many applicants; applicants in pool are qualified – Supply normal to demand	1	1	0	0	0	1	1	0	0	1	0	0	5	1.4
Many applicants; few high quality candidates – Slight shortage	4	6	0	0	0	1	3	0	0	0	1	0	15	4.3
Few applicants; but applicants in pool tend to be of high quality – Slight shortage	5	6	4	1	3	5	1	3	2	6	0	0	36	10.3
Few applicants; few if any high quality candidates – Extreme shortage	10	21	7	15	11	13	13	8	6	2	10	0	116	33.3
No response	10	6	2	2	1	3	0	2	0	0	3	0	29	8.3
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	23	3	5	5	8	9	6	2	6	4	0	85
Hired a teacher considered below our preferred standard of experience or quality	4	8	6	4	7	6	4	5	3	2	5	0	54
Hired a paraprofessional to assist with caseload	1	5	0	0	1	3	2	1	0	0	0	0	13
Changed service delivery model	1	2	0	0	0	5	5	1	0	0	0	0	14
Increased class sizes to reduce sections/classrooms	0	2	0	0	0	4	0	0	0	0	0	0	6
Employed a teacher on an emergency permit/license	9	5	6	4	5	3	6	4	3	0	4	0	49
Hired a retired staff member	0	3	0	0	0	1	0	1	1	0	2	0	8
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA	0	0	0	0	1	0	0	0	0	0	0	0	1
Contracted with outside service provider	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	2	1	0	0	0	1	0	0	1	0	0	7
Offered financial incentives (signing bonuses, higher salary)	2	3	3	0	2	1	1	0	1	0	0	0	13
Offered tuition assistance to complete educator preparation	2	0	3	0	0	0	2	0	1	0	1	0	9
Other	1	1	0	3	2	2	2	0	1	0	3	0	15

Other:

CESA 1

Hired the best new graduate candidate

CESA 2

On campus recruitment at Higher Education partners

CESA 4

In the process

Transferred a great 4th grade teacher to 7-12 Cross-Categorical

We recruited on from a different district that I had worked with before.

CESA 5

13 applicants.

Hired emergency license staff member; working on license

CESA 6

Employed a substitute

Long-term substitute

CESA 7

WE had to ask the teacher to resign half way through the year as the quality of performance was so low.

Filled with contract overloads on other staff and hired a limited term partial FTE sub

CESA 9

We posted and interviewed four times.

CESA 10

Notified parents of no qualified applicants for long-term sub.

CESA 11

Two positions filled through emergency licensure

Qualified long-term substitute for portion of year

Terrible applicant pool. Many norennewed.

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.

Specific Learning Disability Special Education (MC-EA and EA-A)

"Our SPECIFIC LEARNING DISABILITY SPECIAL 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	32	45	21	14	23	19	23	20	12	21	20	8	258	74.1
Our district contracts out to fill this teaching vacancy	0	0	0	1	0	0	0	0	1	0	0	0	2	0.6
Many applicants; applicants in pool are qualified—Supply normal to demand	0	0	0	0	0	1	1	0	0	0	0	0	2	0.6
Many applicants; few high quality candidates—Slight shortage	1	2	0	0	0	2	0	0	1	1	1	0	8	2.3
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	2	2	0	0	1	4	2	1	0	2	1	0	15	4.3
Few applicants; few if any high quality candidates—Extreme shortage	1	5	1	6	3	4	4	2	2	0	5	1	34	9.8
No response	10	6	2	2	1	3	0	2	0	0	3	0	29	8.3
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	3	4	0	2	1	6	5	1	1	2	4	0	29
Hired a teacher considered below our preferred standard of experience or quality	0	1	0	1	2	3	3	2	1	0	1	0	14
Hired a paraprofessional to assist with caseload	1	1	0	1	0	1	3	1	0	0	0	0	8
Changed service delivery model	0	0	0	0	0	2	1	1	0	1	0	0	5
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	1	0	0	0	0	0	0	1
Employed a teacher on an emergency permit/license	1	3	1	2	1	1	1	2	0	0	2	0	14
Hired a retired staff member	0	1	0	0	1	0	0	0	0	0	0	0	2
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA	0	0	0	0	0	0	0	0	0	0	0	1	1
Contracted with outside service provider	1	0	0	0	0	0	0	0	0	0	0	1	2
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	0	0	1	0	0	0	0	0	0	0	2
Offered financial incentives (signing bonuses, higher salary)	1	2	0	0	1	1	1	0	0	0	0	0	6
Offered tuition assistance to complete educator preparation	1	0	0	1	0	0	0	0	0	0	1	0	3
Other	0	0	1	1	0	1	0	0	1	0	0	0	4

Other:

CESA 3

Hired a teacher who was certified in Iowa only to find out that Instructional Strategist License will not work in Wisconsin. She said she will not complete the program again as she cannot understand why Wisconsin will not honor the license from Iowa.

CESA 4

In process

CESA 6

Employed a substitute

CESA 9

moved a current teacher

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.

Emotional Behavior Disability Special Education (MC-EA and EA-A)

"Our EMOTIONAL BEHAVIOR DISABILITY SPECIAL 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	29	44	22	16	21	20	23	20	11	22	22	8	258	74.1
Our district contracts out to fill this teaching vacancy	0	0	0	0	0	0	0	0	1	1	0	0	2	0.6
Many applicants; applicants in pool are qualified – Supply normal to demand	0	0	0	0	0	1	1	0	0	0	0	0	2	0.6
Many applicants; few high quality candidates – Slight shortage	1	2	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	2	3	0	0	0	1	1	0	0	0	0	0	7	2.0
Few applicants; few if any high quality candidates – Extreme shortage	4	5	0	5	6	8	5	3	4	1	5	1	47	13.5
No response	10	6	2	2	1	3	0	2	0	0	3	0	29	8.3
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	4	6	0	0	3	2	3	0	2	1	3	0	24
Hired a teacher considered below our preferred standard of experience or quality	1	2	0	3	4	5	1	2	0	0	1	0	19
Hired a paraprofessional to assist with caseload	1	1	0	1	0	2	1	2	1	0	0	0	9
Changed service delivery model	0	1	0	0	1	0	1	1	0	0	0	0	4
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	1	0	0	0	0	0	0	1
Employed a teacher on an emergency permit/license	4	2	0	3	2	2	3	1	1	0	1	1	20
Hired a retired staff member	0	1	0	0	0	1	0	0	0	0	1	0	3
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with outside service provider	1	0	0	0	0	0	0	0	0	0	0	0	1
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	0	0	1	0	0	0	0	0	0	0	2
Offered financial incentives (signing bonuses, higher salary)	1	1	0	1	1	0	0	0	1	0	0	0	5
Offered tuition assistance to complete educator preparation	1	0	0	1	0	0	1	0	1	0	0	0	4
Other	0	0	0	0	0	2	1	0	0	0	0	0	3

Other:

CESA 6

hired substitutes

Unable to fill

CESA 7

We hired a degreed individual in an alternative licensure program and are paying for the credits needed to get the additional licensure with a guarantee of three years commitment to the district.

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.

Intellectual Disability Special Education (MC-EA and EA-A)

"Our INTELLECTUAL DISABILITY SPECIAL 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	30	50	22	18	23	23	26	21	14	22	24	9	282	81.0
Our district contracts out to fill this teaching vacancy	0	0	0	0	0	0	0	0	1	1	0	0	2	0.6
Many applicants; applicants in pool are qualified – Supply normal to demand	0	0	0	0	0	1	0	0	0	0	0	0	1	0.3
Many applicants; few high quality candidates – Slight shortage	1	0	0	0	0	0	0	0	1	0	0	0	2	0.6
Few applicants; but applicants in pool tend to be of high quality – Slight shortage	2	2	0	0	0	4	2	0	0	0	0	0	10	2.9
Few applicants; few if any high quality candidates – Extreme shortage	4	2	0	3	4	2	2	2	0	1	3	0	23	6.6
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	4	2	0	1	1	4	2	1	0	1	2	0	18
Hired a teacher considered below our preferred standard of experience or quality	1	1	0	0	0	1	1	1	1	0	0	0	6
Hired a paraprofessional to assist with caseload	1	1	0	0	0	1	1	0	0	0	0	0	4
Changed service delivery model	0	1	0	0	0	0	1	0	0	0	0	0	2
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	4	1	0	1	0	0	2	1	0	0	1	0	10
Hired a retired staff member	0	2	0	1	0	0	0	0	0	0	0	0	3
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted with CESA	0	0	0	0	2	0	0	0	0	0	0	0	2
Contracted with outside service provider	1	0	0	0	0	0	0	0	0	0	0	0	1
Conducted a targeted recruitment to hire a teacher under contract in another district	1	0	0	0	0	0	0	0	0	0	0	0	1
Offered financial incentives (signing bonuses, higher salary)	1	1	0	0	0	1	0	0	0	0	0	0	3
Offered tuition assistance to complete educator preparation	1	0	0	0	0	0	0	0	0	0	1	0	2
Other	0	0	0	0	1	1	0	1	0	0	0	0	3

Other:

CESA 5

Outsourced to another district for students

CESA 6

employed substitutes

CESA 8

weren't licensed in grade level, but working towards...highly qualified though

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.

Deaf / Hearing Impaired Special Education (EC-A)

"Our DEAF/HEARING IMPAIRED SPECIAL 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	27	45	19	14	25	25	25	18	14	20	24	6	262	75.3
Our district contracts out to fill this teaching vacancy	5	6	2	6	1	4	2	3	2	3	2	1	37	10.6
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	0	0	0	0	0	0	0	0	0
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	2	1	0	0	0	0	0	1	0	0	0	0	4	1.2
Few applicants; few if any high quality candidates—Extreme shortage	3	2	1	1	1	1	3	1	0	1	1	2	17	4.9
No response	9	6	2	2	1	3	0	2	0	0	3	0	28	12.9
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	3	1	0	1	0	1	2	2	0	0	1	0	11
Hired a teacher considered below our preferred standard of experience or quality	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired a paraprofessional to assist with caseload	0	1	0	0	0	0	0	0	0	0	0	0	1
Changed service delivery model	0	0	0	0	1	0	0	0	0	0	0	1	2
Increased class sizes to reduce sections/classrooms	0	0	0	0	0	0	1	0	0	0	0	0	1
Employed a teacher on an emergency permit/license	0	0	0	0	0	0	0	1	0	0	0	1	2
Hired a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district (example 66.03)	1	0	0	0	0	0	0	0	0	0	0	1	2
Contracted with CESA	0	1	1	0	0	0	1	0	0	1	0	0	4
Contracted with outside service provider	1	1	0	0	0	0	0	0	0	0	0	1	3
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	1	0	0	1	0	0	0	0	0	0	0	0	2

Other:

CESA 1

we share D&HH services via a 66.0301 Agreement with Mequon

CESA 4

Conducted nation-wide search

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.

Visually Impaired Special Education (EC-A)

"Our VISUALLY IMPAIRED SPECIAL 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	33	45	19	14	25	24	26	19	14	20	24	6	269	77.3
Our district contracts out to fill this teaching vacancy	2	5	3	6	1	3	4	4	2	3	2	1	36	10.3
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	0	0	0	0	0	0	0	0	0
Few applicants; but applicants in pool tend to be of high quality – Slight shortage	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Few applicants; few if any high quality candidates – Extreme shortage	1	4	0	1	1	3	0	0	0	1	1	2	14	4.0
No response	10	6	2	2	1	3	0	2	0	0	3	0	29	8.3
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	0	2	0	0	0	1	0	0	0	0	0	0	3
Hired a teacher considered below our preferred standard of experience or quality	0	0	0	0	0	0	0	0	0	0	0	0	0
Hired a paraprofessional to assist with caseload	0	1	0	0	0	0	0	0	0	0	0	0	1
Changed service delivery model	0	0	0	0	0	0	0	0	0	0	0	1	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	0	1	0	0	0	0	0	0	0	0	0	1	2
Hired a retired staff member	0	0	0	0	0	0	0	0	0	0	0	0	0
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	0	0	2	0	0	0	0	1	0	3
Contracted with CESA	0	2	0	0	1	0	0	0	0	1	0	0	4
Contracted with outside service provider	1	1	0	0	0	0	0	0	0	0	0	1	3
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	1	0	0	0	0	0	0	0	0	1

Other:

CESA 4

Currently conducting nation-wide search

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.

Speech and Language Pathologist Special Education (EC-A)

"Our SPEECH AND LANGUAGE PATHOLOGIST SPECIAL 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	26	18	14	17	18	17	14	10	15	20	4	193	55.5
Our district contracts out to fill this teaching vacancy	2	1	0	1	2	1	0	2	1	3	1	0	14	4.0
Many applicants; applicants in pool are qualified— Supply normal to demand	0	0	0	0	0	0	0	0	0	0	1	0	1	0.3
Many applicants; few high quality candidates— Slight shortage	0	2	0	0	2	0	1	0	0	0	1	0	6	1.7
Few applicants; but applicants in pool tend to be of high quality—Slight shortage	7	12	2	2	3	1	2	0	2	1	3	1	36	10.3
Few applicants; few if any high quality candidates—Extreme shortage	8	13	2	4	3	10	10	7	3	5	1	4	70	20.1
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	12	16	3	3	5	8	7	2	4	1	4	2	67
Hired a teacher considered below our preferred standard of experience or quality	0	0	0	0	2	0	1	0	1	0	0	1	5
Hired a paraprofessional to assist with caseload	0	1	0	1	1	0	0	3	0	0	1	0	7
Changed service delivery model	1	2	0	1	1	3	0	2	0	0	0	1	11
Hired a retired staff member	0	1	0	0	1	0	3	1	0	1	0	1	8
Reached an arrangement to share staff with another district (example 66.03)	0	0	0	1	0	1	0	0	0	0	0	0	2
Contracted with CESA	1	1	0	0	2	0	0	1	0	2	0	1	8
Contracted with outside service provider	2	6	0	1	1	1	0	2	1	1	0	1	16
Conducted a targeted recruitment to hire a teacher under contract in another district	0	1	1	0	0	0	0	0	0	0	0	0	2
Offered financial incentives (signing bonuses, higher salary)	4	2	4	2	0	1	1	1	1	0	0	0	16
Offered tuition assistance to complete educator preparation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	1	1	3	2	4	1	0	1	0	0	14

Other:

CESA 1

Virtual

CESA 3

The speech teacher had less than 10 years’ experience, but demanded the top of the pay scale to come.

CESA 4

Used online services- teletherapy

CESA 5

Only 4 applicants. She has resigned due to family move to Wausau.

Virtual

The district paid well beyond what it would normally pay because of the short supply of quality candidates.

CESA 6

Increased SLP's caseloads

Did not fill. Put staff on overload

CESA 7

shared with area school district

our teacher ended up staying in our position

Overload

Provided overloads to our 3 SLP's

CESA 8

Still open

CESA 10

Notified parents of no qualified applicants for long term sub.

Related Special Education Services

If your district contracts out to hire for related special education services, check “Contracted out” in the list below. In 2015-2016 did you experience any shortages in hiring for any of these related special education services?

PHYSICAL THERAPY - In 2015-2016 experience shortages?	CESA												SW
	01	02	03	04	05	06	07	08	09	10	11	12	
Contracted Out	15	28	17	16	20	22	14	19	12	21	23	6	213
NO	20	19	4	4	7	5	16	2	4	2	3	1	87
YES	2	7	1	1	0	3	0	2	0	1	1	2	20
No response	9	6	2	2	1	3	0	2	0	0	3	0	28
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348

OCCUPATIONAL THERAPY - In 2015-2016 experience shortages?	CESA												SW
	01	02	03	04	05	06	07	08	09	10	11	12	
Contracted Out	18	27	17	16	21	18	12	19	12	20	19	7	206
NO	16	18	4	4	5	11	14	2	3	3	7	1	88
YES	2	9	1	1	1	1	4	2	1	1	1	1	25
No response	10	6	2	2	1	3	0	2	0	0	3	0	29
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348

AUDIOLOGY - In 2015-2016 experience shortages?	CESA												SW
	01	02	03	04	05	06	07	08	09	10	11	12	
Contracted Out	14	33	18	18	24	20	17	19	10	20	18	5	216
NO	21	19	4	3	3	8	12	4	6	4	9	3	96
YES	1	2	0	0	0	2	1	0	0	0	0	1	7
No response	10	6	2	2	1	3	0	2	0	0	3	0	29
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348

ORIENTATION AND MOBILITY - In 2015-2016 experience shortages?	CESA												SW
	01	02	03	04	05	06	07	08	09	10	11	12	
Contracted Out	12	28	14	14	20	21	15	15	8	16	15	5	183
NO	24	24	7	7	7	7	14	8	8	8	11	3	128
YES	0	2	1	0	0	2	1	0	0	0	1	1	8
No response	10	6	2	2	1	3	0	2	0	0	3	0	29
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348

EDUCATIONAL INTERPRETER - In 2015-2016 experience shortages?	CESA												SW
	01	02	03	04	05	06	07	08	09	10	11	12	
Contracted Out	12	18	8	9	17	15	14	12	6	16	11	4	142
NO	21	31	11	11	10	11	12	8	9	7	12	5	148
YES	3	5	3	1	0	4	4	3	1	1	4	0	29
No response	10	6	2	2	1	3	0	2	0	0	3	0	29
Total Districts:	46	60	24	23	28	33	30	25	16	24	30	9	348

Special Education Teaching Vacancy Graphs

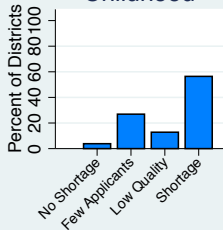
The bar graphs on the following page compare the quality of the available applicant pools for different special education teaching positions when districts reported vacancies for them.

Chart labels follow this rubric:

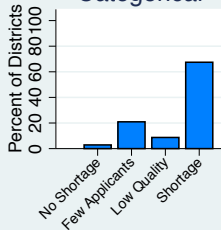
- Many applicants; applicants in pool are qualified—Supply normal to demand==**No Shortage**
- Few applicants; but applicants in pool tend to be of high quality==**Few Applicants**
- Many applicants; few high quality candidates==**Low Quality**
- Few applicants; few if any high quality candidates==**Shortage**

Special Education

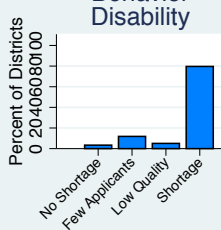
Early Childhood



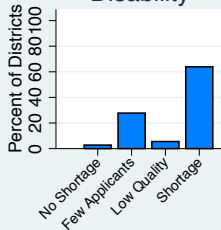
Cross-Categorical



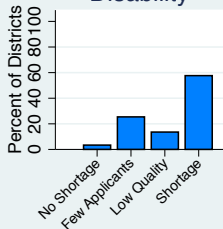
Emotional Behavior Disability



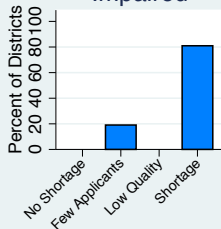
Intellectual Disability



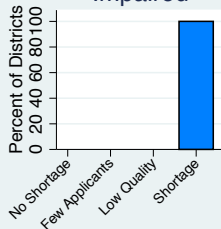
Learning Disability



Deaf/Hearing Impaired



Blind/Visually Impaired



Speech Language Pathologist

