

An examination of data trends
in educational personnel
for Wisconsin public schools



Supply
&
Demand
2003



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Supply and Demand of Educational Personnel in Wisconsin Public Schools, 2003

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Executive Summary

- ❑ The number of program completers from Wisconsin teacher training institutions decreased by 1.5% from 2000-2001 to 2001-2002. Total number of program completers increased in Mathematics, Physical Education and School Principals. Totals decreased in Elementary Education, Special Education, and Reading. Total number of program completers increased in Wisconsin private colleges and decreased in Wisconsin public universities..
- ❑ Teacher attrition rates declined markedly compared with previous year's data. Both general and special education had attrition rates of approximately 8%.
- ❑ The number of new hires in Wisconsin decreased by 10.8% last year. More than half of the decline attributable to a reduction of new hires in elementary education. Nearly 80% of new hires were program completers from Wisconsin teacher training institutions, compared to 20% from out of state institutions.
- ❑ The number of new and renewed emergency licenses issued increased by 5.1% to 2,649. Special education accounted for 45% of emergency licenses.
- ❑ School district ratings of teacher supply indicated subject/licensure areas with extreme shortages were Special Education fields, Bilingual/ESL, and secondary specialties such as Driver's Education, Family/Consumer Education, Technology, Chemistry, and Physics. Areas rated as extreme oversupply were Elementary Education, Physical Education, Social Studies, and Early Childhood/Kindergarten. Analysis of average applicant to vacancy ratio, another measure of supply based on school district data, yielded similar results,.
- ❑ More than half of school districts reported state budget difficulties had moderate to severe effects on hiring. Districts reported cutting positions, instituting hiring freezes, and hiring less experienced new teachers as possible strategies.
- ❑ School districts reported state budget difficulties had variable effects on retirement and attrition. Districts reported early retirements to avoid elimination of positions. Districts also reported fewer teachers leaving or retiring because of concerns with the state's variable annuity retirement fund as well as health insurance costs.
- ❑ A survey of program completers from Wisconsin teacher training institutions indicated recent graduates were less likely to find full-time employment compared to previous years. The percentage of program completers teaching full-time in Wisconsin dropped markedly from the previous year, whereas the percentage employed out of state increased. The percentage of recent graduates that reported substitute teaching increased significantly compared to previous years.

Introduction

Wisconsin's student population, grades prekindergarten through 12, decreased by 0.16% between the 2001-2002 and 2002-2003 school years, student population dropped from 1,025,506 to 1,023,850. Public school enrollment increased slightly, from 879,361 to 881,2312, while private school enrollment decreased slightly, from 146,145 to 142,619. The decrease follows an overall enrollment decrease of 0.22% between 2000-2001 and 2001-2002. During that time period public school professional staff increased slightly from 72,244 in 2000-2001 to 73,889 in 2002-2003.

This is the 24th annual report of Supply and Demand of Educational Personnel in Wisconsin Public Schools. The report serves two functions. One is compliance with the reporting requirements of the federal Individuals with Disabilities Education Act. The second is to provide information for prospective job-seekers, educational administrators, institutions of higher learning and educational policymakers in Wisconsin.

This report is organized into seven sections: (1) Wisconsin Teacher Supply, (2) School District Survey Data, (3) Emergency License Data, (4) Critical Shortage Areas, (5) State budget Effects, (6) Program Completer Survey, and (7) Employment Outlook In Selected License/Subject Areas. The first section, Wisconsin Teacher Supply, includes an examination of teacher supply based on analysis of program completer data submitted by Wisconsin teacher training programs and teacher attrition rates as submitted by Wisconsin school districts. The second section, School District Survey Data, includes analyses of supply and demand data collected through a survey of Wisconsin school districts. The third section, Emergency License Data, includes information pertaining to the number of emergency licensees hired and emergency licenses issued from 1990-1991 to 2002-2003 as reported by Wisconsin school districts and Wisconsin Department of Public Instruction (DPI). The fourth section, Critical Shortage Areas, includes information on school district projections of certification areas that will face critical shortages in the next five years. The fifth section, State Budget Effects, discusses written responses from school district about effects the state budget difficulties have had on hiring and attrition/retirement. The sixth section, Program Completer Survey, reports job status of recent graduates of Wisconsin teacher training programs. The seventh section provides employment outlooks in selected licensure/subject areas. These outlooks are based on ratings of supply and demand data reported in this study.

This report and additional information related to Supply and Demand of Educational Personnel for Wisconsin Public Schools can be accessed via website. The website is:

<http://www.dpi.state.wi.us/dpi/dlsis/tel/supdem03.html>.

Wisconsin Teacher Supply

Wisconsin teacher supply information comes from a variety of sources. Figures on the number of new teachers come primarily from annual reports the state's 13 public and 19 private teacher training institutions submit to DPI. These reports list the total number of program completers, as well as the number of program completers with and without a previous teaching certification. These totals are broken down into 31 teaching and administrative certification areas. A program completer is defined as an individual who completed an education degree or program at a Wisconsin college or university between Sept. 1, 2001, and August 31, 2002, and is eligible to apply for a license to teach in a particular subject area at specific grade levels. Tables 1 and 2 include the total number of program completers across licensure/subject areas for each teacher training institution in Wisconsin. Tables 3 and 4 include the number of program completers who held previous licenses. Tables 5 and 6 include the number who held no previous licenses.

In addition, teacher supply is affected by attrition rates, which include both teachers changing the certification area in which they work and teachers leaving the teaching field entirely. These data are reported in Tables 8. Another indicator of teacher supply is the number of emergency licenses issued by DPI. These data, reported in Tables XX to XX, give an indication of specific areas in which school districts have a difficult time finding appropriately certified applicants.

Finally, teacher supply is influenced by the number of teachers moving in and out of the state. Surveys of program completers have consistently indicated that about 10% of state program completers take jobs out of state, a figure that may be low as it is more difficult to reach out-of-state teachers for surveys.

Table 1
University of Wisconsin System Program Completers and Grand Totals Public and Private

Assignment	UW Eau Claire	UW Green Bay	UW LaCrosse	UW Madison	UW Milwaukee	UW Oshkosh	UW Parkside	UW Platteville	UW River Falls	UW Stevens Point	UW Stout	UW Superior	UW Whitewater	Totals UW System	Totals Private	Grand Totals
Elementary (PK-8)	92	40	88	133	185	82	31	67	107	115	76	16	105	1137	499	1636
Agriculture								6	15					21		21
Family & Consumer Ed				2						23	16			41	2	43
Technology Education								8			76			84	1	85
Business Education											16		21	37	9	46
Marketing Education											22			22		22
English/Spch/Thea/Jour	15	4	9	1	31	16	9	3	19	19	1	6	18	151	70	221
Reading	10		3	15	10	27		2	3	4		5	5	84	129	213
Foreign Language	12	8	8	7	9	15		2	5	7			3	76	24	100
ESL	1	1		8	9					9				28	4	32
Math/Computer Science	11	3	5	3	8	6		3	13	19		1	11	83	102	185
Driver Education											18		1	19		19
Music	24	1	12	17	8	2	1	6	2	20		1	8	102	31	133
Physical Education	7		73	14		19		16	12	32		4	24	201	27	228
Art Education	7	2	3	23	20	16	5		6		22	3	12	119	23	142
Science	14	4	13	4	21	7	3	8	19	20		5	7	125	45	170
Social Studies	22	6	14	6	15	11	4	10	13	19		1	11	132	111	243
Library Media	8		8	13	33	5						2	1	70		70
Health Education			5					1	7					13	1	14
Total Secondary /Specialized	131	29	153	113	164	124	22	65	114	172	171	28	122	1408	579	1987
Cog/Lrng/Emot. Disability	58		10	31	38	108		1		22	21	4	50	343	68	411
Deaf/Hard of Hearing																0
Early Childhood: Special Ed.	7				4	9				2	3	10	11	46	3	49
Speech/Language Pathology	11			28	20	2				14			7	82	17	99
Total Special Education	76	0	10	59	62	119	0	1	0	38	24	14	68	471	88	559
Superintendent				5	11							4		20	4	24
School Business Manager												1	5	6		6
Principal				28	27				7			9		71	282	353
Director of Instruction				5	2									7	29	36
Director of Special Ed				7	14									21	9	30
School Social Worker				19	24									43		43
School Psychologist	3		10	4	9						3	3	2	34	1	35
School Counselor				8	61	9		19	18		23	7	14	159	14	173
Total Administrative/Pupil Services	3	0	10	76	148	9	0	19	25	0	26	24	21	361	339	700
Totals	302	69	261	381	559	334	53	152	246	325	297	82	316	3377	1505	4882

Source: UW System reports to DPI

Table 2
Private College Program Completers, Total

	Alverno College	Beloit College	Cardinal Stritch University	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran College	Totals Private
Assignment																				
Elementary (PK-8)	44	6	70	22	46	13	47		7	31	50	18		18	7	24	53	26	17	499
Agriculture																				
Family & Consumer Ed												2								2
Technology Education																1				1
Business Education					3	2	2			1		1								9
Marketing Education																				
English/Spch/Thea/Jour	5	2	4	5	10	13	3	3	1	1	12				2		5	4		70
Reading	5		40	8	9						1					1		65		129
Foreign Language			1	1	2	4	1	4			6						5			24
ESL		2						1									1			4
Math/Computer Science	3	1	68	5	8	1		1	4	3	2				1		3	2		102
Driver Education																				
Music	2		1	4	1		2	5	2							3	5	5	1	31
Physical Education				8	9				4						6					27
Art Education	3		4		2	1		1		1		3					1	6	1	23
Science	2		2	2	8	12		4	1	2	3	1		3		2	1	2		45
Social Studies	5	2	4	4	19	27	4	4	5	5	8	2		7	2	1	8	2	2	111
Library Media																				
Health Education															1					1
Total Secondary/Specialized	25	7	124	37	71	60	12	23	17	13	32	9	0	10	12	8	29	86	4	579
Cog/Lrng/Emot. Disability			13	19	7	18										11				68
Deaf/Hard of Hearing																				
Early Childhood: Special Ed.			1			2														3
Speech/Language Pathology											17									17
Total Special Education	0	0	14	19	7	20	0	0	0	0	17	0	0	0	0	11	0	0	0	88
Superintendent			4																	4
School Business Manager																				
Principal	11		114		15	16				119	4					3				282
Director of Instruction	2					2				22	2					1				29
Director of Special Ed										6						3				9
School Social Worker																				
School Psychologist											1									1
School Counselor					5		4				5									14
Total Administrative/Pupil Services	13	0	118	0	20	18	4	0	0	147	12	0	0	0	0	7	0	0	0	339
Totals	82	13	326	78	144	111	63	23	24	191	111	27		28	19	50	82	112	21	1505

Source: Private college reports to DPI

Table 3
University of Wisconsin System Program Completers Without Previous Certification

Assignment	UW Eau Claire	UW Green Bay	UW LaCrosse	UW Madison	UW Milwaukee	UW Oshkosh	UW Parkside	UW Platteville	UW River Falls	UW Stevens Point	UW Stout	UW Superior	UW Whitewater	UW System Totals	Grand Totals
Elementary (PK-8)	91	40	87	131	171	81	29	66	107	115	74	16	105	1113	1593
Agriculture								4	15					18	18
Family & consumer Ed				2						23	16			41	43
Technology Education								8			76			84	85
Business Education											13		21	34	39
Marketing Education											22			22	22
English/Spch/Thea/Journ	15	4	9	1	30	16	8	3	19	19		6	18	148	211
Reading				2								2		4	3
Foreign Language	11	8	8	7	9	15		1	4	6			3	72	95
ESL		1		5	4									10	14
Math/Computer Science	11	3	5	2	8	6		3	13	19		1	11	82	118
Driver Education															
Music	22	1	12	17	8	2	1	6	2	20		1	8	100	128
Physical Education	6		72	14		19		16	12	32		4	23	198	225
Art	7	2	3	23	20	16	5		6		22	3	12	119	142
Science	13	4	12	4	20	7	3	6	16	19		5	7	116	156
Library Media				3								2		5	5
Health Education			4						7					11	11
Social Studies	21	6	14	6	15	11	4	9	13	19		1	11	130	236
Total Secondary/Specialized	106	29	139	86	114	92	21	56	107	157	149	25	114	1194	1551
Cog/Lrng/Emot. Disability	45			31	28	80		1		15	19	3	49	271	300
Deaf/Hard of Hearing															
Early Child:Special Ed	6				2	8				1	2	9	11	39	41
Speech/Lang Pathology	11			28	20	2				13			7	81	98
Total Special Education	62	0	0	59	50	90	0	1	0	29	21	12	67	391	439
Superintendent															
School Business Manager												1	5	6	6
Principal															
Director of Instruction															
Director of Special Ed				6	2									8	9
School Social Worker				18	24									42	42
School Psychologist	3		10	4	8						3	3	1	32	33
School Counselor				7	53	5		15	18		16	6	2	122	134
Total Administrative/Pupil Services	3	0	10	35	87	5	0	15	18	0	19	10	8	210	224
Totals	262	69	236	311	422	268	50	138	232	301	262	63	294	2908	3807

Source: UW System reports to DPI

Table 4
Private College Program Completers Without Previous Certification

	Alverno College	Beloit College	Cardinal Stritch University	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran College	Private Totals
Assignment																				
Elementary (PK-8)	43	6	64	22	45	12	47		7	24	49	18		18	7	22	53	26	17	480
Agriculture																				
Family & consumer Ed												2								2
Technology Education																1				1
Business Education					1	1	2			1										5
Marketing Education																				
English/Spch/Thea/Journ	4	2	4	5	7	11	2	3	1	1	12				2		5	4		63
Reading					1															1
Foreign Language			1	1	1	4	1	4			6						5			23
ESL		2						1									1			4
Math/Computer Science	2	1	3	5	8	1		1	4	3	2				1		3	2		36
Driver Education																				
Music	2		1	2	1		2	5	2							2	5	5	1	28
Physical Education				8	9				4						6					27
Art	3		4		2	1		1		1		3					1	6	1	23
Science	2		2	2	7	10		3	1	1	3	1		3		2	1	2		40
Social Studies	5	2	4	4	16	27	3	4	5	5	7	2		7	2	1	8	2	2	106
Library Media																				
Health Education																				
Total Secondary/Specialized	18	7	19	27	53	55	10	22	17	12	30	8	0	10	11	6	29	21	4	359
Cog/Lrng/Emot. Disability				14	2	10										3				29
Deaf/Hard of Hearing																				
Early Child:Special Ed						2														2
Speech/Lang Pathology											17									17
Total Special Education	0	0	0	14	2	12	0	0	0	0	17	0	0	0	0	3	0	0	0	48
Superintendent																				
School Business Manager																				
Principal																				
Director of Instruction																				
Director of Special Ed										1										1
School Social Worker																				
School Psychologist											1									1
School Counselor					3		4				5									12
Total Administrative/Pupil Services	0	0	0	0	3	0	4	0	0	1	6	0	0	0	0	0	0	0	0	14
Totals	61	13	83	63	103	79	61	22	24	37	102	26		28	18	31	82	47	21	901

Source: Private college reports to DPI

Table 5
University of Wisconsin System Program Completers With Previous Certification

Assignment	UW Eau Claire	UW Green Bay	UW LaCrosse	UW Madison	UW Milwaukee	UW Oshkosh	UW Parkside	UW Platteville	UW River Falls	UW Stevens Point	UW Stout	UW Superior	UW Whitewater	UW System Totals	Grand Totals
Elementary (PK-8)	1		1	2	14	1	2	1			2			24	43
Agriculture								2			1			3	3
Business Education											3			3	7
English/Spch/Thea/Journ					1		1				1			3	10
Reading	10		3	13	10	27		2	3	4		3	5	80	210
Foreign Language	1							1	1	1				4	5
ESL	1			3	5					9				18	18
Math/Computer Science				1										1	67
Driver Education											18		1	19	19
Music	2													2	5
Physical Education	1		1										1	3	3
Science	1		1		1			2	3	1				9	14
Social Studies	1							1						2	7
Library Media	8		8	10	33	5							1	65	65
Health Education			1					1						2	3
Total Secondary/Specialized	25	0	14	27	50	32	1	9	7	15	23	3	8	214	436
Cog/Lrng/Emot. Disability	13		10		10	28				7	2	1	1	72	111
Early Child:Special Ed	1				2	1				1	1	1		7	8
Speech/Lang Pathology										1				1	1
Total Special Education	14	0	10	0	12	29	0	0	0	9	3	2	1	80	120
Superintendent				5	11							4		20	24
Principal				28	27				7			9		71	353
Director of Instruction				5	2									7	36
Director of Special Ed				1	12									13	21
School Social Worker				1										1	1
School Psychologist					1							1		2	2
School Counselor				1	8	4		4			7	1	12	37	39
Total Administrative/Pupil Services	0	0	0	41	61	4	0	4	7	0	7	14	13	151	476
Totals	40		25	70	137	66	3	14	14	24	35	19	22	469	1075

Source: UW System reports to DPI

Table 6

Private College Program Completers With Previous Certification

	Alverno College	Beloit College	Cardinal Stritch University	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Mount Senario College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran College	Private Totals
Assignment																				
Elementary (PK-8)	1		6		1	1				7	1					2				19
Agriculture																				
Business Education					2	1						1								4
English/Spch/Thea/Journ	1				3	2	1													7
Reading	5		40	8	8						1					1		65		128
Foreign Language					1															1
ESL																				
Math/Computer Science	1		65																	66
Driver Education																				
Music				2												1				3
Physical Education																				
Science					1	2		1		1										5
Social Studies					3		1				1									5
Library Media																				
Health Education															1					1
Total Secondary/Specialized	7	0	105	10	18	5	2	1	0	1	2	1	0	0	1	2	0	65	0	220
Cog/Lrng/Emot. Disability			13	5	5	8										8				39
Early Child:Special Ed			1																	1
Speech/Lang Pathology																				
Total Special Education	0	0	14	5	5	8	0	0	0	0	0	0	0	0	0	8	0	0	0	40
Superintendent			4																	4
Principal	11		114		15	16				119	4					3				282
Director of Instruction	2					2				22	2					1				29
Director of Special Ed										5						3				8
School Social Worker																				
School Psychologist																				
School Counselor					2															2
Total Administrative/Pupil Services	13	0	118	0	17	18	0	0	0	146	6	0	0	0	0	7	0	0	0	325
Totals	21		243	15	41	32	2	1		154	9	1			1	19		65		604

Source: Private college reports to DPI

Total number of program completers decreased 1.5%, from 4,956 in 2000-2001 to 4,882 in 2001-2002. This follows a 2.7% decrease reported the previous year. However, the number of program completers has remained relatively steady since 1998. The annual number of program completers has been approximately 5,000 during this period.

Several short-term trends in program completer data are worthy of special attention. The number of program completers decreased in a number of important licensure areas. First, the number of program completers in elementary education declined from 1,710 in 2000-2001 to 1,636 in 2001-2002. This is a 4.3% decrease that continues a downward trend from a peak of 1,911 program completers in 1999-2000. For a number of years elementary education has had an oversupply of licensed personnel compared to other licensure areas, as a result these recent decreases in program completers in this area may be viewed as a positive trend. Second, the number of reading program completers declined from 257 to 213. This indicates a 17% decrease in an educational area that has had a chronic shortage of licensed personnel. Third, and similarly, special education also had a decrease in number of program completers. Program completers in programs leading to licensure in areas of cognitive, learning, or behavioral disabilities decreased from 457 to 411 or approximately 10%.

The number of program completers increased in a number of important licensure areas. First, the number of program completers in mathematics increased from 128 to 185 from 2000-2001 to 2001-2002. The 44.5% increase in a chronic area of undersupply is encouraging. Data indicate that the increase of program completers in mathematics, and a similar beneficial increase in school principal program completers (262 to 353 or 34.7%) resulted from a surge in these licensure areas reported by private colleges. The number of program completers in physical education increased from 199 to 228. The 14.6% increase may not be a positive development given that this has been designated an oversupply in previous educational personnel reports.

Comparison of the total number of University of Wisconsin System program completers from 2000-2001 to 2001-2002 indicated a decrease of 4.8% (3,549 to 3,377). Decreases also were reported for the previous two years; Total number of program completers across the UW System decreased by 5% and 4.4%. The sum percentage decrease over the three-year period was approximately 15%. Three UW system institutions reported significant decreases (more than 10%) in the number of program completers during this period. The institutions were UW Green Bay, UW Madison, and UW Whitewater. The largest increase (24.8%) was reported by UW Eau Claire.

Total number of program completers at private colleges increased from 1,407 to 1,505 (7%) from 2000-2001 to 2001-2002. Ten institutions reported increases of 10% or more. These institutions included Beloit, Cardinal Stritch, Carthage, Concordia, Marian, Marquette, Mount Mary, Ripon, St. Norbert, and Viterbo. Increases in the total number of program completers from private colleges have been reported for the third consecutive year. Increases of 3.5% and 15% were reported the previous two years.

One long-term trend may be discerned through analysis of program completer data from 1980 to 2002. Program completers by major categories from 1980-1981 to 2001-2002 are shown in Table 7 and Figure 1. Special education began a decline in program completer totals after the 1997-1998 year. Since that year, the number of special education program completers has decreased by 35.2%, from 863 in 1997-1998 to 559 in 2001-2002. The decrease from 2000-2001 to 2001-2002 was from 641 to 559, or 12.8%. This decrease in an area of chronic shortage contributes to the high numbers of emergency-licensed teachers in special education.

Use of program completer data as a measure of teacher supply has numerous limitations including the following:

- A program completer may or may not apply for a teaching license. Individuals may continue their education, may take time off before applying for a license, or may pursue another career. Consequently, program completer totals are likely to overestimate the supply of new teachers.
- Program completer data do not include individuals who complete programs in out-of-state institutions, nor those who completed programs in previous years and did not enter the teaching field. Complete data are not available to compare the number of teachers who enter Wisconsin from out-of-state programs, and those who complete teacher training programs in the Wisconsin and leave for another state. Wisconsin may be a net exporter of teachers based solely on its number of teacher training institutions compared with surrounding states. Further complicating analysis is the possibility that significant numbers of program completers from teacher training programs near the Minnesota, Illinois, or Iowa borders may elect to teach in those neighboring states.
- An individual may complete one or more programs and be eligible for a license in each area. In these cases, personnel at teacher training institutions report the individual as one program completer despite the individual's eligibility for two or more licenses. The practice is sanctioned to minimize double-counting individuals. Individuals are normally reported as a program completer in the educational area in which they are most likely to find employment. Therefore, as a sole measure of teacher supply program completer data lacks an acceptable level of reliability. An illustration may be helpful. A student that completed a dual program in elementary and special education would be eligible to apply for a license in either elementary or special education. This individual would be counted as a program completer in only one of the areas of potential licensure, but not both.

While program completer data have limitations, they may be effectively used to identify general trends in the supply of educational personnel. Moreover, data from multiple sources such as those included in this report may offer a more complete picture of supply and demand of educational personnel than any single measure.

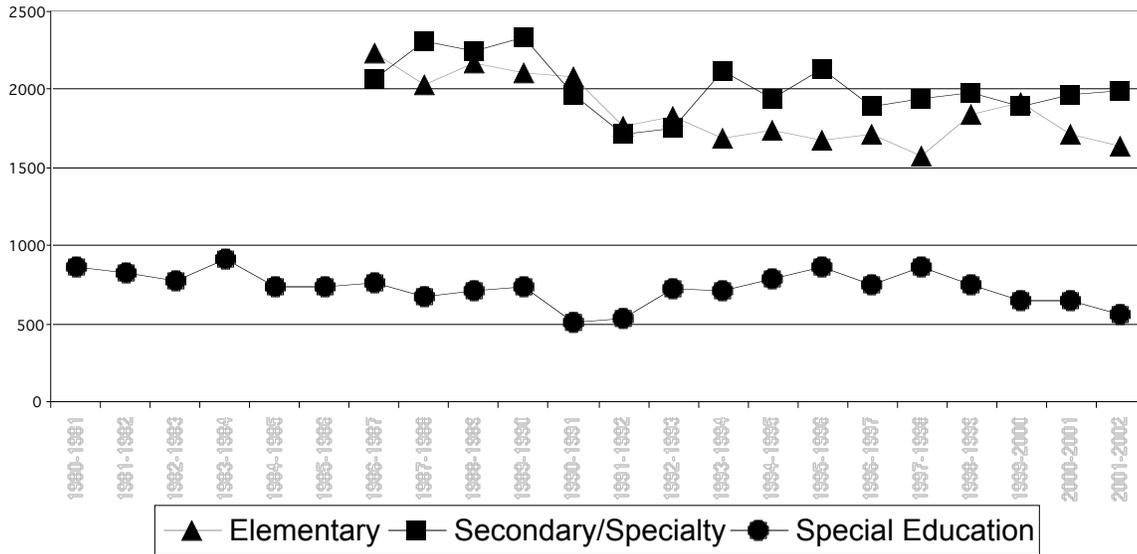
Table 7
Total Program Completers by Major Categories from 1980-1981 to 2001-2002

Year	Elementary	Secondary/ Specialty	Special Education
1980-1981			861
1981-1982			826
1982-1983			780
1983-1984			919
1984-1985			738
1985-1986			733
1986-1987	2234	2070	765
1987-1988	2034	2308	678
1988-1989	2166	2250	707
1989-1990	2101	2333	742
1990-1991	2076	1966	505
1991-1992	1760	1709	530
1992-1993	1829	1754	718
1993-1994	1688	2121	709
1994-1995	1738	1939	793
1995-1996	1680	2134	857
1996-1997	1709	1891	752
1997-1998	1575	1938	863
1998-1999	1841	1974	754
1999-2000	1911	1886	648
2000-2001	1710	1962	641
2001-2002	1636	1987	559

Source: Figures UW System and private college officials reported to DPI

Figure 1

Total Program Completers by Major Certification Categories



Source: Figures UW System and private college officials reported to DPI

Attrition

While program completer data are used as an indicator of the number of persons entering the teacher field, attrition data are an indicator of those leaving the field or changing teaching categories. Attrition figures are based on database information school districts annually provide to DPI. Field attrition data include transfers from one teaching field to another and exits from teaching. Attrition rates are shown in Tables 8, 9, and 10 and Figure 2.

Field attrition rates showed decreased markedly in both general and special education last year. Last year's combined attrition rates for both general and special education were the highest in recent years. Attrition rates in this year's report were virtually identical for general education, 8.05% and special education, 8.04%. The previous two years the general education attrition rate was higher than special education's, breaking a historical trend in which special education generally has higher attrition rates.

State budget difficulties and other factors may have had an impact on the lowered attrition rates (comments from school district officials related to this issue are discussed later in this report). Reduced hiring across the state can be expected to cause a reduction in the number of people transferring positions. A sharp reduction in the variable portion of the state retirement funding may have reduced the number of retirements. Many districts reported anecdotally that some school employees were delaying retirements.

Wisconsin's attrition rate compared favorably with other Midwestern states in a 2000 report by the North Central Regional Educational Laboratory. That report listed the following attrition rates for 1997-98: Wisconsin, 6.3%; Illinois, 7.4%; Iowa, 7.8%; Minnesota, 8.9%; Ohio, 9.9%. This report provided attrition data for a five-year period from 1993-1998. For more detailed information, visit their website at: <http://www.ncrel.org/>.

Table 8

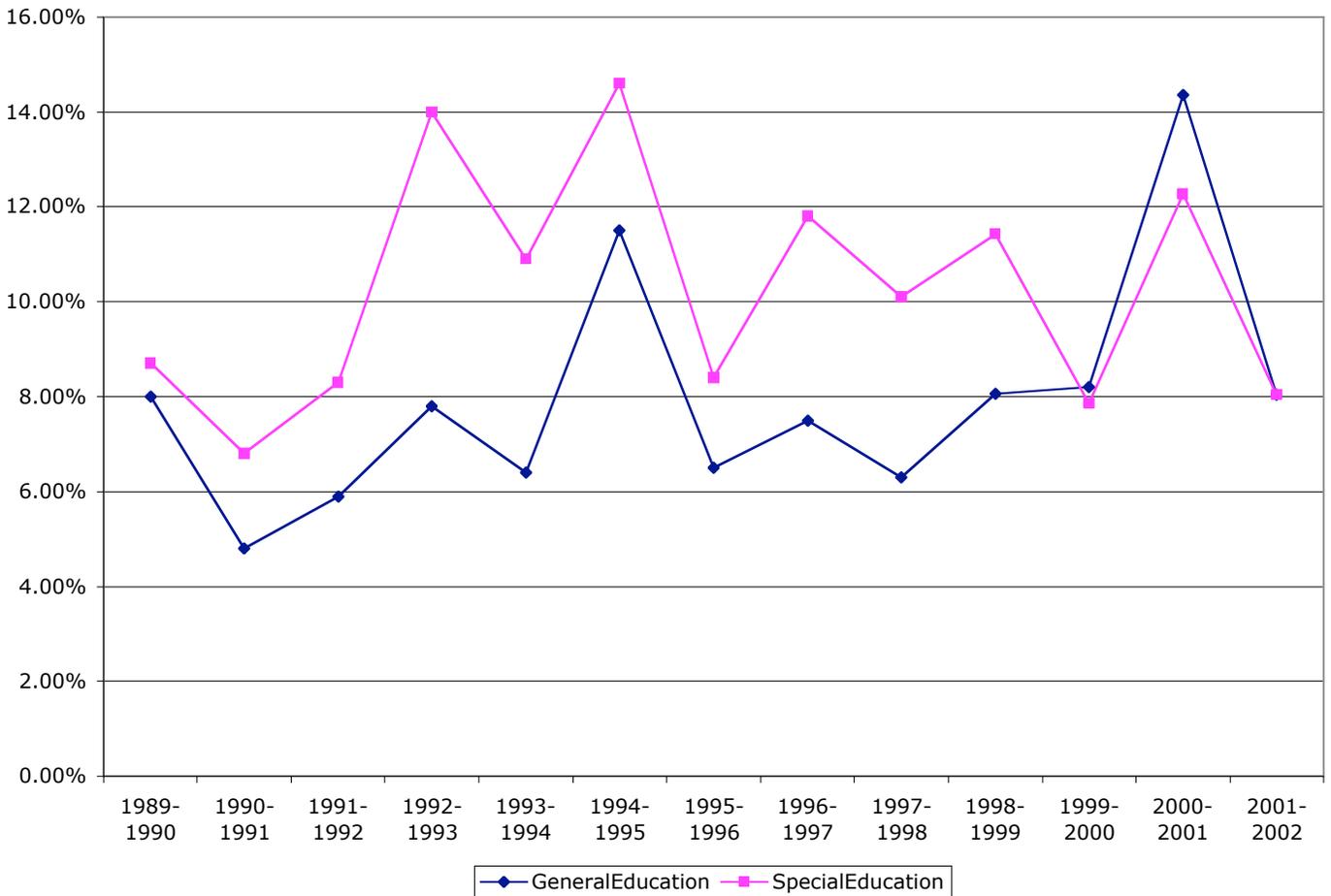
Field Attrition Rates 1989-2002

SchoolYear	GeneralEducation	SpecialEducation
1989-1990	8.00%	8.70%
1990-1991	4.80%	6.80%
1991-1992	5.90%	8.30%
1992-1993	7.80%	14.00%
1993-1994	6.40%	10.90%
1994-1995	11.50%	14.60%
1995-1996	6.50%	8.40%
1996-1997	7.50%	11.80%
1997-1998	6.30%	10.10%
1998-1999	8.06%	11.43%
1999-2000	8.19%	7.87%
2000-2001	14.36%	12.27%
2001-2002	8.05%	8.04%

Source: Figures school officials reported to DPI

Figure 2

Chart of Field Attrition Rates, 1989-2002



Source: Figures school officials reported to DPI

Transfers from one teaching area to another are shown in Tables 9 and 10. There are a greater number of transfers from special education to general education than vice versa, thus contributing to the shortage of special education teachers. There were 108 more transferring into general education than those transferring into special education. The previous year there was a net loss of 232 teachers from the special education pool.

Table 9

General Education Attrition for 2001-2002

Field	State Exit Attrition	Transfers To Spec Ed	Transfers Within Gen Ed
Elementary	7.17%	91	402
Secondary	8.72%	52	309
Total General	8.05%	143	711

Source: Figures school officials reported to DPI

Table 10

Special Education Attrition for 2001-2002

Field	State Exit Attrition	Transfers To Gen Ed	Transfers Within Spec Ed
Early Childhood Special Ed	7.34%	55	16
CD,LD,ED	8.11%	196	23
Total Special Education	8.04%	251	39

Source: Figures school officials reported to DPI

Sources of new hires, shown in Table 11, show that about 80% of new hires were from Wisconsin and 20% were from out of state. This is consistent with historical trends. Trends in new hires, shown in Table 12, indicated that the number of new hires decreased by 335 positions statewide, a 10.8% decrease. Elementary education accounted for more than half of the reduction, with 178 fewer elementary education positions new hired compared with the previous year

Table 11

Sources of Newly Hired Educators by License Area 2002-2003

Area	Wisconsin Count	Wisconsin Percent	Out of State Count	Out of State Percent	Total
Elementary	671	80.2%	166	19.8%	837
Agriculture	13	92.9%	1	7.1%	14
Family/Cons Ed	48	85.7%	8	14.3%	56
Tech Ed	59	92.2%	5	7.8%	64
Business Ed	47	81.0%	11	19.0%	58
English	195	80.9%	46	19.1%	241
Reading	39	83.0%	8	17.0%	47
Foreign Language	70	76.1%	22	23.9%	92
English 2nd Language	28	66.7%	14	33.3%	42
Math	143	76.9%	43	23.1%	186
Music	120	71.4%	48	28.6%	168
Physical Ed	94	87.9%	13	12.1%	107
Art	45	81.8%	10	18.2%	55
Science	131	74.9%	44	25.1%	175
Social Studies	137	77.0%	41	23.0%	178
CD/LD/ED	331	79.8%	84	20.2%	415
Hearing Impaired	4	50.0%	4	50.0%	8
Early Childhood	37	90.2%	4	9.8%	41
Other Spec Ed	13	61.9%	8	38.1%	21
Speech/Language	2	100.0%	0	0.0%	2
Administrator	15	68.2%	7	31.8%	22
School Social Worker	6	66.7%	3	33.3%	9
Principal	45	69.2%	20	30.8%	65
School Counselor	84	90.3%	9	9.7%	93
School Psychologist	43	89.6%	5	10.4%	48
Physical Therapist	23	65.7%	12	34.3%	35
Occupational Therapist	29	70.7%	12	29.3%	41
Special Education Director	11	91.7%	1	8.3%	12
Total Secondary/Middle	1170	78.8%	314	21.2%	1484
Total Special Education	388	79.5%	100	20.5%	488
Grand Total	2483	78.7%	649	21.3%	3132

Source: Figures school officials reported to DPI

Table 12

Trends in New Hires by Licensure Area

Area	94-95	95-96	Change	96-97	Change	97-98	Change	98-99	Change	99-00	Change	00-01	Change	01-02	Change
Elementary	961	589	-372	503	-86	597	94	745	148	859	114	984	125	806	-178
Agriculture	20	23	3	16	-7	13	-3	16	3	16	0	18	2	11	-7
Family/Cons Ed	50	23	-27	37	14	27	-10	40	13	26	-14	40	14	40	0
Tech Ed	70	44	-26	50	6	55	5	47	-8	73	26	60	-13	50	-10
Business Ed	54	35	-19	39	4	49	10	56	7	45	-11	50	5	40	-10
English	217	140	-77	129	-11	164	35	156	-8	167	11	186	19	195	9
Reading	95	75	-20	51	-24	51	0	55	4	45	-10	47	2	40	-7
Foreign Language	150	64	-86	87	23	88	1	80	-8	82	2	90	8	78	-12
English 2nd Language	40	22	-18	20	-2	23	3	31	8	25	-6	44	19	40	-4
Math	228	115	-113	124	9	162	38	173	11	158	-15	153	-5	160	7
Music	174	93	-81	99	6	112	13	134	22	116	-18	109	-7	135	26
Physical Ed	134	82	-52	85	3	105	20	114	9	101	-13	85	-16	85	0
Art	86	51	-35	53	2	62	9	63	1	59	-4	57	-2	57	0
Science	227	139	-88	138	-1	144	6	155	11	166	11	148	-18	126	-22
Social Studies	158	89	-69	85	-4	126	41	139	13	119	-20	150	31	129	-21
Secondary/Middle	1703	995	-708	1013	18	1181	168	1259	78	1198	-61	1235	37	1182	-53
CD/LD/ED	508	465	-43	305	-160	355	50	355	0	400	45	454	54	399	-55
Hearing Impaired	13	14	1	11	-3	16	5	13	-3	5	-8	12	7	8	-4
Early Childhood	66	38	-28	29	-9	36	7	26	-10	34	8	28	-6	40	12
Other Spec Ed	7	7	0	5	-2	4	-1	3	-1	5	2	25	20	19	-6
Total Special Education	594	524	-70	350	-174	411	61	397	-14	444	47	519	75	470	-49
School Psychologist	54	28	-26	29	1	45	16	40	-5	37	-3	41	4	45	4
Physical Therapist	10	7	-3	6	-1	7	1	6	-1	6	0	31	25	33	2
Occupational Therapist	13	12	-1	11	-1	13	2	15	2	14	-1	46	32	37	-9
Speech/Language Path	101	43	-58	68	25	55	-13	68	13	73	5	62	-11	0	-62
Total Related Services	178	90	-88	114	24	120	6	129	9	130	1	357	227	302	-55
Grand Total	3436	2198	-1238	1980	-218	2309	329	2530	221	2631	101	3095	464	2760	-335

Source: Figures school officials reported to DPI

School District Survey

Annual surveys seeking information related to teacher supply and demand were mailed to administrators of all Wisconsin public school districts and Cooperative Educational Service Agencies (CESAs) in winter 2003. Survey materials included these items: (a) cover letter, (b) instructions, and (c) survey form. The survey requested the following information:

- In part one, "Educator Supply and Demand Rating Scale for School District Analysis," respondents reported the number of vacancies across licensure/subject areas and levels, the number of applicants, and rated the supply of applicants on a five-point scale. See Appendix A for the survey form.
- In part two, respondents reported information on emergency licenses, critical shortage areas, state budget effects on hiring, and state budget effects on attrition. Those areas are discussed later in this report. Survey data were submitted by mail, fax, or electronically through a website. See Appendices B and C for a list of survey respondents and non-respondents.

A total of 443 surveys were sent in the first mailing. A second mailing and phone contacts followed to districts that did not respond. Responses were received from 362 of the 443 school districts or CESAs, an 81.7% return rate.

Supply Rating

School district respondents rated teacher supply for licensure/subject areas in which the district had at least one vacancy for 2002-2003. Responses were analyzed to assess school district administrators' perceptions of teacher supply across certification areas. Ratings were based on the 5-point Likert scale below:

Extreme Shortage	Slight Shortage	Supply Normal to Demand	Slight Oversupply	Extreme Oversupply
1	2	3	4	5

An average rating was calculated by the sum of ratings for each area divided by the number of districts that submitted a rating. Table 13 includes a complete listing of average ratings across licensure/subject areas.

Table 13

Average Supply Rating Across Licensure/Subject Areas

Licensure/Subject Area	State Average Rating of Supply
Visual Impairment	1.00
Deaf/Hearing Impairment	1.17
Drivers Education	1.33
ESL	1.41
Cognitive Disability	1.43
Emotional Behavioral Disability	1.48
Chemistry	1.49
Technology Education	1.49
Physics	1.50
Director of Special Education	1.50
Family/Consumer Education	1.54
Cross Categorical	1.55
Reading Specialist	1.56
Foreign Language	1.56
Early Child Special Education	1.71
Library/Media	1.72
Business Education	1.74
Speech/Language Pathologist	1.76
School Psychologist	1.77
Agriculture	1.78
School Social Worker	1.81
School Nurse	1.82
Learning Disability	1.82
PT/OT	1.93
Mathematics	2.01
Music	2.05
Biology	2.12
Earth Science	2.13
General Science	2.21
Curriculum Director	2.30
Art	2.45
Superintendent	2.64
Eng/Spch/Thea/Jour	2.67
Health Ed.	2.71
Sch. Counselor	2.72
Early Child/Kindergarten	2.80
Principal	2.80
Social Studies	3.41
Phys. Ed.	3.57
Elementary	3.64

Source: Written survey of public school district officials

Supply ratings ranged from 1.00 to 3.639 on the 5-point scale. The overall mean supply rating was 2.01, very close to last year's figure of 2.02, an indication that district officials saw little change in overall teacher supply. Overall, ratings indicated a slight shortage in teacher supply relative to demand.

Mean supply ratings of individual certification areas were compared to the overall mean of 2.01 and then categorized. Certification area means within 0.5 standard deviations of the overall mean were categorized as average. Supply ratings of 0.5 to 1 standard deviation below the overall mean were categorized as areas of slight shortage. Supply ratings of more than 1 standard deviation below the mean were categorized as areas of extreme shortage. Conversely, supply ratings of 0.5 to 1 standard deviations above the mean were categorized as areas of slight oversupply, and those more than 1 standard deviation above the mean were categorized as areas of extreme oversupply.

Numerous certification areas were categorized as undersupply. Areas with extreme undersupply had mean ratings below 1.357. Extreme undersupply areas included: Drivers Education, Deaf/Hearing Impaired, Visually Impaired, and Agriculture. Slight undersupply certification areas had mean ratings from 1.358 to 1.679. These areas were Chemistry, Physics, Family/Consumer Education, Foreign Language, Technology Education, Cognitive Disabilities, Cross Categorical Special Education, Emotional Behavioral Disability, ESL/Bilingual, Reading Specialist, and Director of Special Education.

Certification areas categorized as average supply had mean ratings of 1.580 to 2.324. These areas included: Biology, Earth Science, General Science, Math, Agriculture, Music, Early Childhood Special Education, Learning Disabilities, Speech/Language pathologist, PT/OT, Library/Media, School Nurse, School Psychologist, School Social Worker, and Curriculum Director.

Numerous certification areas were categorized as oversupply. Areas of slight oversupply were mean ratings of 2.35 to 2.646. These areas included Art and Superintendent. Several certification areas were categorized as extreme oversupply. The mean supply ratings for these areas were 2.647 and above. These certification areas included: Early Childhood/Kindergarten, Elementary, English/Language Arts, Social Studies, Health Education, Physical Education, School Counselor, and Principal.

Teacher supply ratings across certification areas have shown consistency in recent years. Elementary Education, Physical Education, Social Studies, and Early Childhood/Kindergarten continue to have the highest mean ratings compared to other oversupply areas. Similarly, most Special Education fields, Bilingual/ESL, and secondary specialties such as Driver's Education, Family/Consumer Education, Technology, Chemistry, and Physics continue to have the lowest mean ratings compared to other undersupply areas.

It should be noted that supply ratings and weighted supply ratings (based on school district populations) were compared for the 2001 supply and demand report. Interestingly, unweighted and weighted ratings were found to be almost identical, 1.87 and 1.88 respectively. This may be because both smaller, rural districts and large districts such as Milwaukee have similar difficulties in finding an adequate supply of teachers. The use of weighted supply ratings was discontinued as a result of the 2001 findings.

Limitations exist in the use of supply rating data. First, the ratings are subjective and reflect only the opinion of the person completing the survey. Second, respondents' ratings may be reflective of the school district position that they hold. That is, a personnel resource manager may have greater knowledge and a different perspective than an assistant superintendent. Third, not all districts complete the survey reportedly due to logistical difficulties in assembling districtwide data. Fourth, as with any aggregated data, statewide

ratings will not necessarily reflect conditions in a particular school district. Maps in the employment outlook section are broken down by CESA to give a more regionalized view of supply and demand.

Ratio of Applicants to Vacancies

Another measure of teacher supply and demand is applicants per vacancy. Licensure/subject areas with higher numbers of applicants per vacancy are more likely to be in oversupply, whereas areas with fewer applicants per vacancy are more likely to be in undersupply. School districts listed the number of vacancies and applicants in 48 licensure/subject areas for the 2002-2003 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Data are shown in Table 14.

As in previous years, there was a significant correlation between supply rating rankings with applicants to vacancies ratio data. Analysis revealed a correlation of 0.94 between the two data sets. Further analyses included a comparison between 2001-2002 and 2002-2003 applicant to vacancy ratios. The range of applicant to vacancy ratios was greater across licensure/subject areas for 2002-2003 compared to 2001-2002. Last year's ratios ranged from 1.5 to 19.82, while this year's range was from 1.00 to 34.09. When licensure/subject areas were ranked based on applicant to vacancy ratios (highest to lowest), results were similar from 2001-2002 to 2002-2003. However, ratios changed noticeably in several areas. One area that showed a significant change in rank was reading specialist; Last year this area was ranked as the 20th highest ratio and the 5th highest this year. The applicants to vacancies ratio for reading specialists was 7.30 last year compared to 3.31 this year. In contrast, the ratio for Elementary decreased from 19.23 (2001-2002) to 11.14 (2002-2003). Social studies, physical education, and principal licensure/subject areas continue to reportedly have the highest applicant to vacancy ratios. Special education areas continue to be among those with the lowest ratios.

Applicant to vacancy ratio as a measure of supply and demand has several limitations. First, aggregate data reflect the overall number of applicants and vacancies in the state but may not reflect variable conditions in individual school districts. Second, accurate data for the number of applicants are becoming increasingly difficult to determine because some districts have begun to use a private, electronic database of centralized job applications for the state. Third, vacancy data include both part-time and full-time positions, and therefore overstate the number of vacancies. Fourth, most qualified individuals apply for more than one position, thus the applicants data significantly overestimate the true number of job seekers.

Table 14

Ratio of Applicants to Vacancies for 2002-2003

Licensure/Subject Areas	Total Vacancies	Total Applicants	Ratio of Applicantants to Vacancies
Visually Imp.	11	10	0.91
Deaf/Hear Impair.	6	10	1.67
Dir. of Spec. Ed.	32	93	2.91
PT/OT	14	41	2.93
Emotional Beh. Dis.	139	570	4.10
ESL/Bilingual	80	352	4.40
Physics	25.5	113	4.43
Speech/Lang. Path	94	418	4.45
Drivers Ed	6	28	4.67
Early Child Spec. Ed.	35	167	4.77
Fam/Consum Ed.	56.5	274	4.85
Cognitive Disabil.	99	497	5.02
Sch. Nurse	12	63	5.25
Library/Media	52	277	5.33
Technology Ed.	110	591	5.37
Cross Categorical	112	613	5.47
Agriculture	25	141	5.64
Sch. Social Work.	20	118	5.90
Sch. Psychologist.	59	349	5.92
Learning Disability	178	1071	6.02
Business Ed	80	487	6.09
Reading Specialist	54	346	6.41
Foreign Language	151.5	1086	7.17
Chemistry	37.5	327	8.72
Mathematics	178.5	1691	9.47
Earth Science	22	214	9.73
Music	149.5	1485	9.93
Biology	39	455	11.67
General Science	83.5	1020	12.22
Health Ed.	18	229	12.72
Art	84	1111	13.23
Superintendent	53	765	14.43
Sch. Counselor	82.5	1192	14.45
Eng/Spch/Thea/Jour	220	3350	15.23
Early Child/Kindergarten	208.5	3299	15.82
Curriculum Dir.	10	182	18.20
Principal	72	1683	23.38
Elementary	789.5	19777	25.05
Phys. Ed.	118.5	3113	26.27
Social Studies	132.5	3614	27.28

Source: Written survey of public school district officials

Emergency Licenses

It is reasonable to expect emergency license data to be a valid indicator of teaching shortage areas. The number of emergency licenses issued indicates the number of positions school districts could not fill with a person certified in that licensure/subject area. Trends in emergency license data may reflect the extent that teacher supply meets the demand in specific areas. Wisconsin's Department of Public Instruction issues emergency licenses to individuals when school districts cannot find licensed candidate to fill a vacancy or when justified by a range of extenuating circumstances. There are two types of emergency licenses. One is for individuals that hold certification one licensure/subject area but will be employed in a position that requires certification in a different area. A second type of emergency license is for individuals with bachelor's degrees that do not have a teaching certification. Table 15 includes the total number of emergency licenses in both categories issued for the 2002-2003 school years. Recent trends for the number of emergency licenses are displayed in Table 16.

There are limitations to these data. One, emergency license data do not indicate whether individuals were hired for full-time or part-time positions. For example, an individual licensed in chemistry may teach five sections of chemistry in a school district, but may obtain an emergency license to teach one section of biology. Two, a school district may not be able to hire a licensed individual because the specific conditions of the position offered rather than a lack of qualified personnel. For example, licensed individuals may not be interested in positions that are part-time, are itinerant, or are low paying. As a result the district may have to hire an emergency licensed individual.

Table 15

Emergency License Totals, 2002-2003

License Categories	1-Year Special Licenses			1-Year Permits (Bachelor Degree but no Certification)			Grand Total
	Teaching out-of-area)						
	New	Renewal	Total	New	Renewal	Total	
Elementary Ed. PreK-8	68	59	127	100	35	135	262
Secondary							
Agriculture	2	1	3	5	0	5	8
Family/Consumer Ed.	4	0	4	5	6	11	15
Technology Education	4	23	27	27	17	44	71
Business Education	8	4	12	18	14	32	44
Marketing Education	2	0	2	1	1	2	4
Eng./Jour./Sp./Thtr.	17	19	36	7	15	22	58
Reading	71	60	131	2	0	2	133
Foreign Language	33	10	43	25	28	53	96
ESL	53	63	116	13	14	27	143
Bilingual Education	52	50	102	27	33	60	162
Math/Comp. Sci.	22	15	37	29	24	53	90
Driver Education	18	9	27	1	0	1	28
Music K-12	16	18	34	14	14	28	62
Physical Education	5	5	10	3	2	5	15
Health	16	12	28	1	0	1	29
Art K-12	2	2	4	2	3	5	9
Science	41	28	69	54	28	82	151
Social Studies	24	5	29	12	6	18	47
Library Media	28	45	73	3	8	11	84
Total Secondary/Middle	418	369	787	249	213	462	1249
Special Education							
Cross Categorical	16	10	26	60	58	118	144
Hearing	3	2	5	5	0	5	10
Cognitive Disability	48	55	103	23	34	57	160
Early Child Sp. Ed.	26	19	45	13	13	26	71
Learning Disability	81	174	255	58	74	132	387
Speech/Language Path.	1	1	2	10	8	18	20
Visual Disability	5	2	7	1	0	1	8
Emot. Behv. Dis.	95	194	289	55	108	163	452
Total Special Education	275	457	732	225	295	520	1252
Pupil Services							
School Counselor	7	3	10	6	3	9	19
Social Worker	0	0	0	3	2	5	5
School Psychologist	1	0	1	0	1	1	2
Total Related Services	8	3	11	9	6	15	26
Grand Total	769	883	1652	583	549	1132	2784

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2003

Table 16

Number of Initial and Renewal Emergency Licenses Issued From 1990-2003

School Year	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
Elementary													
Elementary/Early Child.	100	102	104	95	109	123	110	110	126	132	267	223	262
Elementary Total	100	102	104	95	109	123	110	110	126	132	267	223	262
Mid/High School													
Science	48	49	65	69	71	63	78	83	89	84	119	118	151
Eng./Jour./ Sp./ Thtr	24	24	16	22	25	30	37	44	51	64	59	64	58
Math/ Comp. Sci.	30	32	29	26	29	37	36	44	43	69	94	85	90
Social Studies	56	48	57	41	38	31	38	42	29	35	36	29	47
Mid/High School Total	158	153	167	158	163	161	189	213	212	252	308	296	346
Special Fields													
Agriculture	1	2	2	3	2	3	4	4	4	11	3	8	8
Art (K-12)	11	11	14	7	7	11	11	12	14	8	11	11	9
Business Ed.	2	4	9	4	5	4	5	12	30	36	29	40	44
Fam./Consumer Ed	16	5	17	23	12	3	6	9	9	15	9	17	15
Foreign Language.	51	47	64	61	52	44	58	78	76	78	88	99	96
Marketing Ed.	3	1	2	4	1	2	2	3	4	4	4	2	4
Music (K-12)	30	29	23	21	30	16	30	34	52	56	61	75	62
Physical Ed.	8	8	5	10	9	9	10	11	11	18	13	17	15
Tech. Ed.	9	10	11	11	23	27	42	55	45	69	74	60	71
Special Fields Total	131	117	147	144	141	119	168	218	245	295	292	329	324
Specialized Personnel													
ESL	88	78	79	59	64	63	60	72	98	102	100	145	143
Bilingual Ed.	55	87	91	N/A	86	85	83	91	67	86	137	150	162
Driver/Safety Ed.	20	19	21	22	12	31	36	41	35	28	30	29	28
Health	29	23	23	15	23	18	19	21	16	22	27	28	29
Library Media.	30	37	32	26	24	28	39	52	54	64	90	92	84
Reading	154	163	173	162	154	136	125	159	148	136	151	133	133
School Counselor	50	42	40	35	41	52	50	54	51	57	17	30	19
Social Worker	18	7	8	N/A	11	12	5	9	10	8	6	8	5
School Psychologist	0	0	2	N/A	12	10	7	2	3	4	6	5	2
Spec. Personnel Total	444	456	469	319	427	435	424	501	482	507	564	620	605
Special Education													
Cross Catagorical												69	144
Hearing	1	2	4	3	4	6	3	2	9	10	7	3	10
Cognitive Dis.	78	76	84	89	98	110	104	123	143	126	169	159	160
Early Child. Sp. Ed.	75	91	102	80	62	63	58	43	47	51	64	57	71
Learning Disability	354	338	354	252	224	245	225	243	250	278	373	418	387
Speech/Language Path.	41	39	30	27	37	53	56	58	42	39	25	23	20
Visual Disability	5	2	4	2	1	5	8	5	5	7	0	3	8
Emot. Beh. Dis.	595	619	561	521	511	551	486	404	373	394	430	449	452
Total Special Ed.	1149	1167	1139	974	937	1033	940	878	869	905	1068	1112	1252
Total Emergency Liscenses	1982	1995	2026	1690	1777	1871	1831	1920	1934	2091	2499	2649	2798

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction, 2003

The following should be noted about the historical emergency license data:

- The emergency license totals for elementary and early childhood includes foreign language immersion, Montessori, inclusive kindergartens, and at least 60 licenses for bilingual elementary education programs.
- In 2000-2001, much of the increase for elementary and early childhood is due to an innovative/experimental program for Milwaukee Public Schools.
- In 2000-2001 much of the decrease in school speech and language pathologists emergency licenses is due to changes in medicare funding which caused a shift of employment from the private sector to public schools.
- In 2000-2001 much of this decrease in school counselor emergency licenses is due to DPI change in Chapter PI 34.

Unfortunately, the total number of positions filled by emergency licensees have increased every year since 1996. The increase from 2001-2002 to 2002-2003 was 135 positions, or 5.1%. The increase previous year (2000-2001 to 2001-2002) was 150 positions, or 6.1%. From 1999-2000 to 2000-2001 the number of positions filled by emergency licensees increased by 408 positions, or 19.5%.

A substantial number of Special Education positions continued to be filled by emergency licensees. Special education accounted for 44.7% of positions filled by individuals with emergency licenses, up slightly from 42% the previous year. Two-thirds of special education emergency licenses were issued for positions to teach students with emotional behavioral disorders and learning disabilities. English as a Second Language, Bilingual Education, and Reading continue to be areas with significant numbers of emergency licenses. As noted above, many of the Elementary and Early Childhood emergency licenses were due to specialty programs such as foreign language immersion or innovative/experimental training programs. As alluded to earlier, emergency licenses may occur more frequently in school districts that have a difficult time attracting certified applicants for positions. In particular, large urban districts and remote rural districts may need to hire more emergency licensees than other school districts.

Critical Shortage Areas

The survey mailed to all school districts included three open-ended questions. One question, "Given projections of vacancies over the next five years, which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?" was posed to project critical shortage areas in the future. A total of 296 school districts (81.8%) of the districts that returned surveys responded to the question. Results are shown in Table 17. Results include frequency, the number of respondents that identified each subject/licensure area as most problematic, and percentage of districts including each area.

Rankings of subject/licensure areas from most to least frequently cited are similar to those indicated in the supply rating and applicant to vacancy ratio results. Overall, critical shortage areas most frequently cited were Special Education, Mathematics, Science, Business, and Technology Education.

Table 17

Critical Shortage Areas

Licensure/Subject Areas	Frequency	Percent
Mathematics	135	45.6%
Special Education - general	125	42.2%
General Science	110	37.2%
Technology Ed.	104	35.1%
Foreign Language	66	22.3%
Emotional Beh. Dis.	36	12.2%
Business Ed	32	10.8%
Chemistry	31	10.5%
Physics	30	10.1%
Principal	29	9.8%
Cognitive Disabil.	26	8.8%
Fam/Consum Ed.	25	8.4%
Music	24	8.1%
ESL/Bilingual	22	7.4%
Reading Specialist	15	5.1%
Speech/Lang. Path	15	5.1%
Library/Media	14	4.7%
Superintendent	14	4.7%
Agriculture	13	4.4%
Eng/Spch/Thea/Jour	13	4.4%
Learning Disability	13	4.4%
Sch. Psychologist.	10	3.4%
Sch. Counselor	9	3.0%
Art	8	2.7%
Computer Science	6	2.0%
Early Child Spec. Ed.	6	2.0%
Visually Imp.	6	2.0%
Dir. of Spec. Ed.	5	1.7%
Biology	4	1.4%
Deaf/Hear Impair.	4	1.4%
Early Child/Kindergarten	4	1.4%
Elementary	3	1.0%
Social Studies	3	1.0%
Cross Categorical	2	0.7%
Drivers Ed	2	0.7%
Health Ed.	2	0.7%
Phys. Ed.	1	0.3%
PT/OT	1	0.3%
Sch. Social Work.	1	0.3%
Curriculum Dir.	0	0.0%
Earth Science	0	0.0%
Sch. Nurse	0	0.0%

Source: Written survey of public school district officials

State Budget Effects

Hiring

Two open-ended questions examined the anticipated effects of an estimated state budget deficit of \$3.2 on school districts for the 2003-2005 biennium. The first question was "Have the state budget difficulties affected hiring practices for the upcoming school year?". A total of 314 districts (86.7%), responded to the question. Responses were compiled and included in Appendix D.

Responses were organized into the following four categories: (a) Severe Effects, (b) Moderate Effects, (c) Mild Effects, and (d) No Effect/Not Certain. Brief summations of each category are included below. It should be noted that one district's response could include effects across multiple categories. In other words, a response may include mild, moderate, and/or severe effects. Consequently, organization of districts into response categories may have limited reliability.

(a) Severe Effect: 89 districts, or 28.3%, were included in this category. Anticipated effects included teacher layoffs and program cuts. Districts in this category indicated they anticipated elimination of positions, not filling vacancies, and/or institution of hiring freezes. A few districts also indicated that greater consideration could be given to hiring new teachers with less experience to reduce costs.

(b) Moderate Effects: 102 districts, or 32.48%, were included in this category. Anticipated effects included a hiring freeze, delayed hiring, and selective hiring. Districts in this category indicated they expected to delay hiring until firmer budget numbers were available. Districts also anticipated that they might be more selective in hiring, in that, only essential vacancies would be filled.

(c) Mild Effect: 83 districts, or 26.43 %, were included in this category. Anticipated effects included budget cuts to maintain staff, delayed hiring of new staff, inability to plan effectively, salary freezes, and a need to hire less qualified staff. Districts in this category anticipated nearly normal hiring practices, but would take steps such as hiring teachers with less experience.

(d) No Effect or Not Certain: 30 districts, or 9.55 %, were included in this category. Districts in this category indicated that presently no effects were apparent, but several anticipated unspecified effects in the future.

Several effects were cited across numerous districts and are worthy of mention. One, approximately one tenth of responding districts (37) anticipated delays in hiring. Two, many districts (49) anticipated that they may find it difficult to offer competitive salaries in the future. Three, a few districts reported the likelihood of qualified applicants relocating to other areas. Four, a number of districts considered the possibility that applicants with minimal experience may become the most attractive candidates for vacancies because they would begin at lower salaries.

Attrition/Retirement

The third open-ended survey question examined the effects of state budget difficulties on attrition and retirement. A total of 296 school districts (81.8%) responded to the question: "Have the state budget difficulties had an effect on staff attrition/retirement in your

district?" Interestingly, districts noted that in addition to state budget difficulties other factors affected decisions on retirement. Responses were variable. Written comments were compiled and included in Appendix E. A brief summary of district responses follows.

Nearly 41% of districts (121) responded that state budget difficulties had no effect on staff attrition/retirement or that the effects could not be discerned at this point in time. Twenty-two percent of districts (66) responded that teachers were reluctant to leave or retire due to factors other than the state budget difficulties. Factors cited included shortfalls in retirement funds, increased health insurance costs, and overall uncertainties. Approximately 18% of districts (53) responded that state budget difficulties resulted in increased teacher exodus. Responses indicated that state budget problems had resulted in teachers leaving districts to seek employment in the private sector. In addition, districts reported that increased retirements occurred because of pay cuts and uncertainty of future benefits, to help avoid layoffs of younger professionals. A number of districts reported encouraging early retirement. Ten percent of respondents (30) reported their districts were either not laying off or not filling positions as a result of the state budget situation. Moreover, these respondents indicated were consolidation or elimination of positions in their respective districts. Less than 6% of district responses (22) simply indicated "yes" without elaboration.

Survey of Program Completers

The purposes of this report component were to obtain a more complete picture of career paths followed by educational personnel and to better understand various dynamics of supply and demand. This is the fourth consecutive year surveys of program completers were conducted. Surveys were mailed to program completers from Wisconsin teacher training institutions. Lists of program completers for the 2001-2002 academic year were solicited from institutions in the state. Ten percent of program completers were randomly selected from lists provided. In addition to 2001-2002 program completers, individuals surveyed in the previous three years received follow-up surveys to examine their current job status.

Survey questions investigated: (a) teaching certifications, (b) present employment status, and (c) job location. See Appendix E for a copy of the cover letter and survey. Criteria for participation in the survey of recent program completers included:

- Completed an initial licensing program between Dec. 2001 and August 2002
- Completed a program at a four-year institution in the University of Wisconsin system or a four-year private college.

When necessary, requests for participation included a first and second mailing and phone contacts.

Surveys of 2001-2002 program completers were completed and returned by 47% of those surveyed. This was the lowest survey return rate of the previous three years. This may be due to lower employment rates. It is reasonable to expect individuals in educational positions are more likely to return surveys than those without positions. If this is a valid assumption, actual employment rates may be lower than those indicated by survey returns.

Survey indicated that nearly 60% of recent program completers held full-time teaching positions in Wisconsin. Of individuals reporting full-time teaching positions in the state, 54.3% were in public schools and 4.3% in private schools. Nearly 15% of respondents indicated that they were employed out of state in full-time teaching positions. Similarly, 16% of respondents reported that their employment was either part-time or as a substitute teacher, 6.4% and 9.6% respectively.

A comparison of full-time employment rates of 2001-2002 program completers and recently graduated individuals in previous years indicated that this year's was the lowest. Compared to program completers the previous year (2000-2001) the percentage of individuals reportedly employed as full-time teachers in Wisconsin decreased from 70.2% to 54.3% for 2001-2002 program completers; This is a decrease of 22.6%. Similarly, percentage of respondents teaching full-time at Wisconsin private schools decreased. In contrast, percentage of individuals reportedly teaching full-time out of state nearly doubled from the previous year's total of 7.6%. The overall percentage of those with full-time jobs was 73.5%, compared with 84.7% one year earlier. A key factor may be state budget cutbacks that have limited hiring in many school districts. Data suggests that present employment conditions have increased the supply of substitute teachers, with 9.6% of program completers substitute teaching, compared with 2.3% the previous year.

Table 18

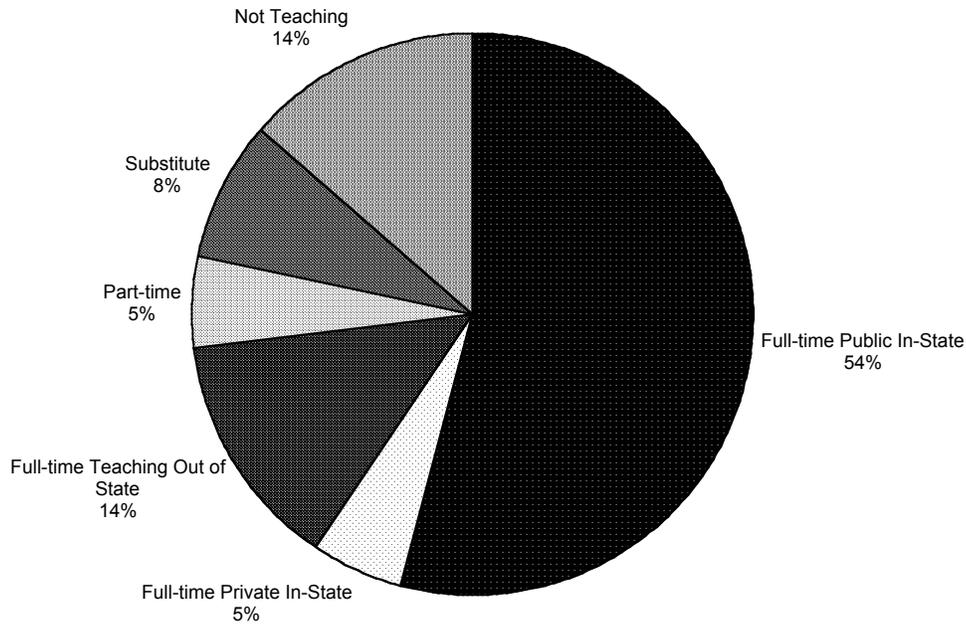
Employment Status of 2001-2002 Program Completers by Percentage

Employment Status of 2001-2002 Completers by Percentage (return rate = 94/200, 47%)							
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	20	2	5	2	3	5	37
Secondary	15	2	6	0	3	1	27
Special ed.	10	0	2	1	1	1	15
Dual	0	0	0	0	0	2	2
Specialized K-12	6	0	1	3	2	1	13
Total	51	4	14	6	9	10	94
Percent	54.3%	4.3%	14.9%	6.4%	9.6%	10.6%	100.1%

Source: Written survey of program completers

Figure 3

Yearly Status of 2001-2002 Program Completers by Percentage



Source: Written survey of program completers

Trend analyses of these data are highly speculative. Yet, it should be noted that a preliminary analysis of longitudinal data from this project indicate the percentage of individuals that complete licensure programs in a given year and report full-time employment is likely to increase over time. To illustrate, an individual employed as a substitute teacher the year following graduation is hired as a full-time teacher the following year. It is interesting to note that whereas the preceding tendency is reflected in data on the first and second cohorts of program completers surveyed as part of this project, last year's respondents had slightly lower full-time employment compared with the previous year. This may be an effect of state budget difficulties and/or other factors.

Limitations should be noted in survey data reported. First, program completer lists were not provided by all teacher training institutions in Wisconsin. Second, as in all survey research, dynamics of self-selection may skew results. For example, individuals not teaching, teaching part-time, or substitute teaching may be less likely to respond to the survey than individuals teaching full-time. Third, there are obvious challenges to finding, contacting, and obtaining responses from individuals employed out of state. Fourth, repeated requests for survey responses over time may result in decreased response rates and biases due to unknown self-selection factors.

Table 19

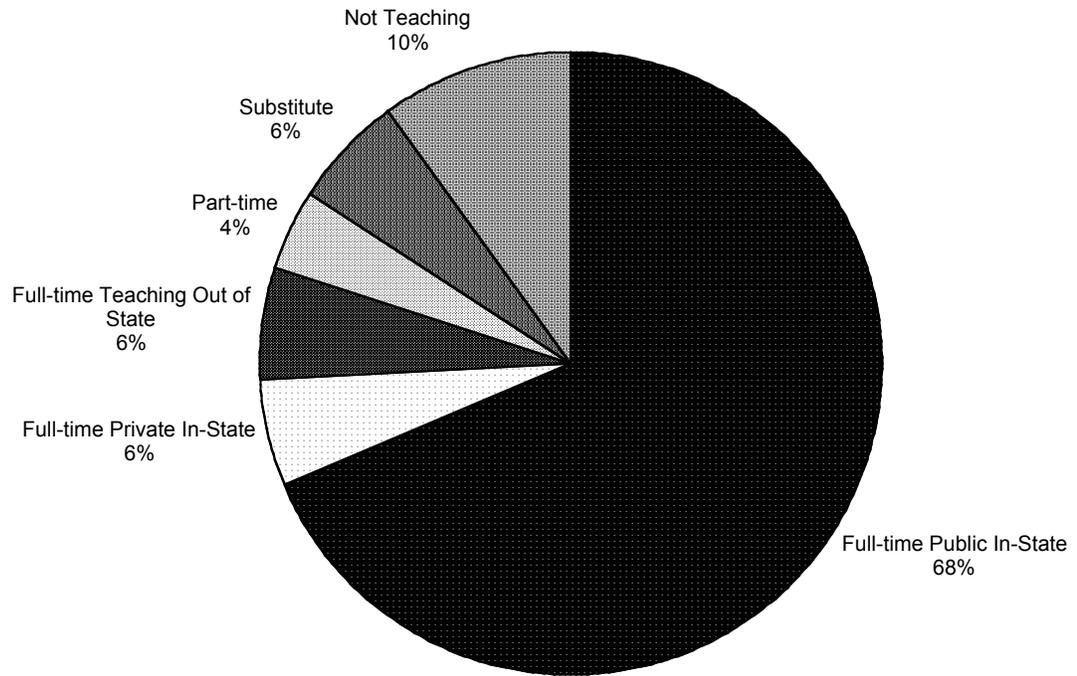
Employment Status of 2000-2001 Program Completers by Percentage

Followup of 2000-2001 Completers Current Status (return rate = 70/130, 54%)							
	Full-time Public In- State	Full-time Private In- State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	11	1	1	1	1	2	17
Secondary	17	3	1	0	1	0	22
Special ed.	8	0	0	1	0	2	11
Dual	1	0	0	0	1	1	3
Specialized K-12	11	0	2	1	1	2	17
Total	48	4	4	3	4	7	70
Percent	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%
One year earlier	70.2%	6.9%	7.6%	6.1%	2.3%	6.9%	100.0%

Source: Written survey of program completers

Figure 4

Yearly Status of 2000-2001 Program Completers by Percentage



Source: Written survey of program completers

Table 20

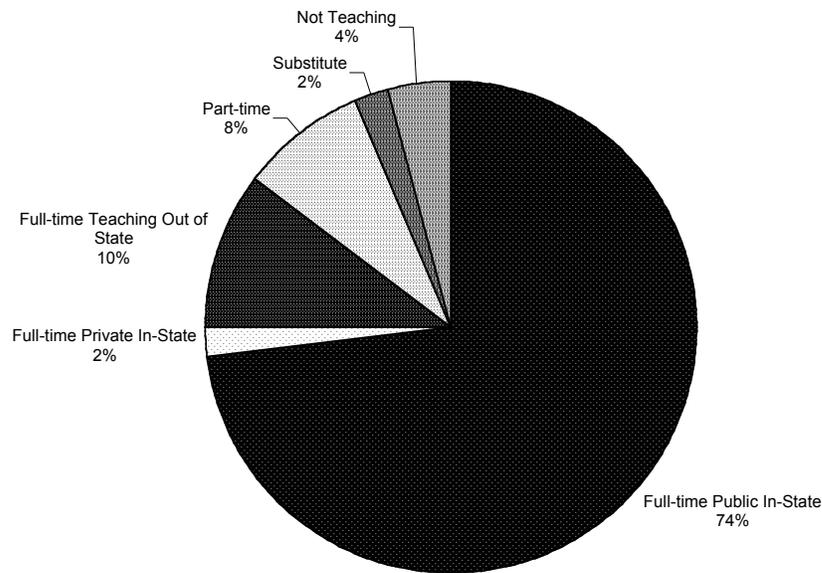
Employment Status of 1999-2000 Program Completers by Percentage

Followup of 1999-2000 Completers Current Status (return rate = 48/95, 51%)							
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	7	1	2	1	1	1	13
Secondary	10	0	1	0	0	1	12
Special ed.	6	0	2	1	0	0	9
Dual	0	0	0	0	0	0	0
Specialized K-12	12	0	0	2	0	0	14
Total	35	1	5	4	1	2	48
Percent	73.0%	2.1%	10.4%	8.3%	2.1%	4.2%	100.1%
One year earlier	67.4%	4.2%	13.7%	5.2%	2.1%	7.4%	100.0%
Two years earlier	62.4%	5.4%	14.1%	3.4%	4.7%	10.0%	100.0%

Source: Written survey of program completers

Figure 5

Yearly Status of 1999-2000 Program Completers by Percentage



Source: Written survey of program completers

Table 21

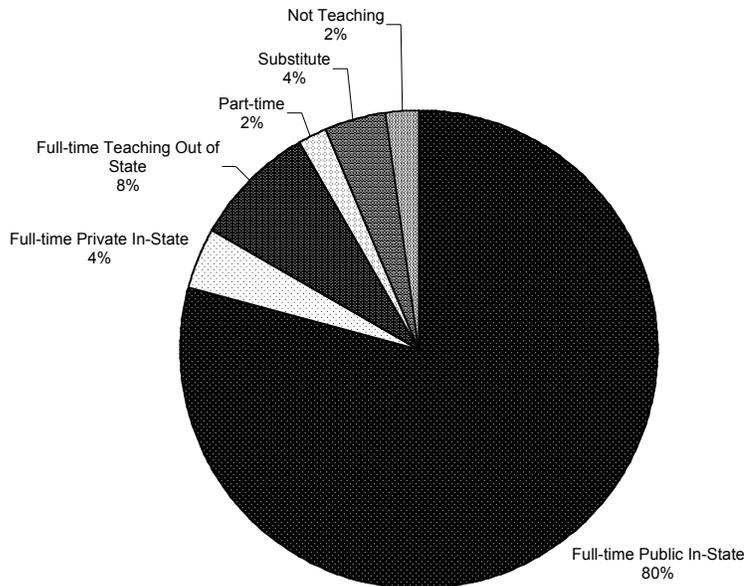
Employment Status of 1998-1999 Program Completers by Percentage

Followup of 1998-1999 Completers Current Status (return rate = 48/79, 61%)							
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	16	2	2	0	1	0	21
Secondary	7	0	2	0	0	1	10
Special ed.	8	0	0	0	0	0	8
Dual	0	0	0	0	1	0	1
Specialized K-12	7	0	0	1	0	0	8
Total	38	2	4	1	2	1	48
Percent	79.2%	4.2%	8.3%	2.1%	4.2%	2.1%	100.1%
One year earlier	77%	4%	8%	5%	1%	5%	100%
Two years earlier	74%	2%	11%	7%	2%	3%	99%
Three years earlier	61%	5%	12%	8%	10%	5%	101%

Source: Written survey of program completers

Figure 6

Yearly Status of 1998-1999 Program Completers by Percentage



Source: Written survey of program completers

Employment Outlook Across Selected License/Subject Areas

Following are ratings of employment outlook across selected license/subject areas, based on rating of supply data provided by Wisconsin school districts. Rating of supply was chosen as the determinant of outlook for several reasons. One, the correlation between ratings of supply and ratio of applicants to vacancies was 0.94 this year. In other words, the two measures yield very similar results. A correlation of 1.0 would indicate a perfect correspondence between the two measures. Two, the ratio of applicants to vacancies may inflate the supply of available teachers because individuals are apt to be applicants for numerous vacancies. Thus, school districts' ratings of supply may be a more precise measure than applicants to vacancies. Three, the applicant to vacancy ratio is becoming less meaningful as more districts use statewide electronic databases of teacher candidates. Four, rating of supply provides a quantitative approach to rating employment outlooks. It is acknowledged that rating of supply is not a perfect measure and has several limitations as described in a preceding section of this report.

The following procedure was used to determine employment outlooks. First, the overall mean was calculated (2.002) for ratings of supply. Second, the standard deviation was calculated for the data set (0.644). Third, an initial interval of 0.5 standard deviation above and below the mean was established. Supply ratings within this interval were rated as "average employment outlook." Additional intervals were established in 0.5 standard deviation increments and assigned an employment outlook category. Fourth, supply ratings (criteria) were used to assign licensure/subject areas to employment outlook categories. Thus, "outlook well above average" means individuals in these licensure/subject areas are more likely to be competing with the fewest number of candidates for a given position than other categories. As a result, the outlook for employment in these areas is most favorable or well above average. Conversely, "outlook well below average" indicates that individuals in these areas are more likely to be competing with the greatest number of candidates for a given position. Therefore, employment outlook is least favorable or well below average. Similarly, "outlook above average, and "outlook below average" indicate the relative number of candidates in competition for a given position in various licensure/subject areas. Table 22 is a listing of categories, criteria, and licensure/subject areas.

Because no single measure is a perfect indicator of employment outlook across licensure/subject areas, Table 23 was included to assist readers of this report to formulate employment outlooks using different measures. Data from the following measures are included: (a) Rating of supply as indicated by school districts, (b) Ratio of applicants per vacancy, and (c) Number of emergency licences hired to fill 2002-2003 positions as reported by school district to DPI. In general, these measures appear to be congruent across license/subject areas.

Table 22

Categories and Criteria for Employment Outlook

Category	Criteria	Licensure/Subject Areas
Outlook Well Above Average	Below 1.357	Driver's Education, Deaf/Hearing Impairments, Visually Impaired
Outlook Above Average	1.358-1.679	Chemistry, Physics, Family/Consumer Education, Foreign Language, Technology Education, Cognitive Disabilities, Cross Categorical Special Education, Emotional Behavioral Disability, ESL/ Bilingual, Reading Specialist, Director of Special Education
Outlook Average	1.680-2.324	Biology, Earth Science, General Science, Math, Agriculture, Music, Early Childhood Special Education, Learning Disabilities, Speech/Language Pathologist, PT/OT, Library/Media, School Nurse, School Psychologist, School Social Worker, Curriculum Director,
Outlook Below Average	2.325-2.646	Art, Superintendent
Outlook Well Below Average	2.647 and above	Early Childhood/Kindergarten, Elementary, English/Language Arts, Social Studies, Health Education, Physical Education, School Counselor, Principal

Source: School district supply ratings

Table 23

Summary of Employment Outlook Data

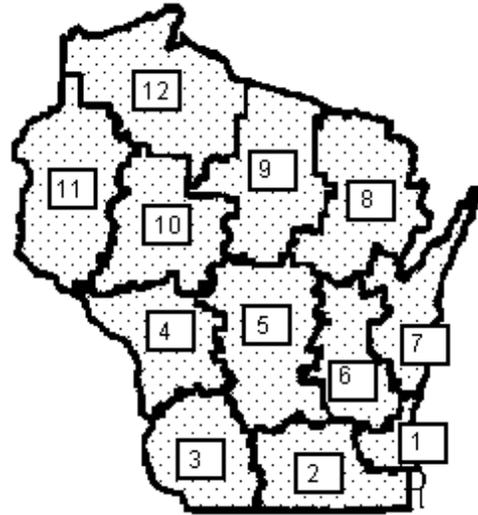
Area	Average Rating of Supply	Ratio of Applicants to Vacancies	Number of Emergency Licenses
Elementary			
Early Child/Kindergarten	2.80	15.823	262
Elementary	3.64	25.050	
Mid/High School			151
Biology	2.12	11.667	
Chemistry	1.49	8.720	
Earth Science	2.13	9.727	
Physics	1.50	4.431	
General Science	2.21	12.216	
Mathematics	2.01	9.473	
Eng/Spch/Thea/Jour	2.67	15.227	58
Social Studies	3.41	27.275	47
Special Fields			
Agriculture	1.78	5.640	8
Art	2.45	13.226	9
Business Ed	1.74	6.088	44
Drivers Ed	1.33	4.667	28
Fam/Consum Ed.	1.54	4.850	15
Foreign Language	1.56	7.168	96
Health Ed.	2.71	12.722	29
Music	2.05	9.933	62
Marketing Ed.	n/a	n/a	4
Phys. Ed.	3.57	26.270	15
Technology Ed.	1.49	5.373	71
Special Education			
Cognitive Disabil.	1.43	5.020	160
Cross Categorical	1.55	5.473	144
Deaf/Hear Impair.	1.17	1.667	10
Early Child Spec. Ed.	1.71	4.771	71
Emotional Beh. Dis.	1.48	4.101	452
Learning Disability	1.82	6.017	387
Speech/Lang. Path	1.76	4.447	20
Visually Imp.	1.00	0.909	8
PT/OT	1.93	2.929	n/a
Specialized Personnel			
ESL	1.41	4.400	143
Bilingual			162
Library/Media	1.72	5.327	84
Reading Specialist	1.56	6.407	133
Sch. Counselor	2.72	14.448	19
Sch. Nurse	1.82	5.250	n/a
Sch. Psychologist.	1.77	5.915	2
Sch. Social Work.	1.81	5.900	5
Administrators			
Curriculum Dir.	2.30	18.200	n/a
Dir. of Spec. Ed.	1.50	2.906	n/a
Principal	2.80	23.375	n/a
Superintendent	2.64	14.434	n/a

Elementary Education

Elementary

Outlook: Well Below Average

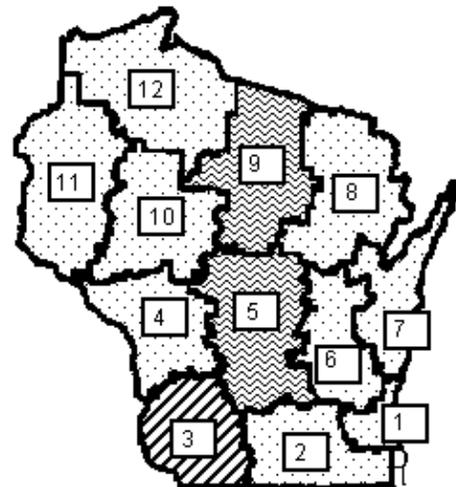
- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 25.05
- Number of emergency hires school districts reported to DPI was 262 (Elementary and Early Childhood).



Pre-Kindergarten/Kindergarten

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 15.82
- Number of emergency hires school districts reported to DPI was 262 (Elementary and Early Childhood).



Key

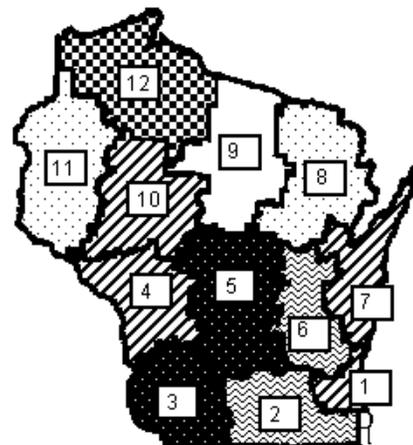
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Secondary Education

Biology

Outlook: Average

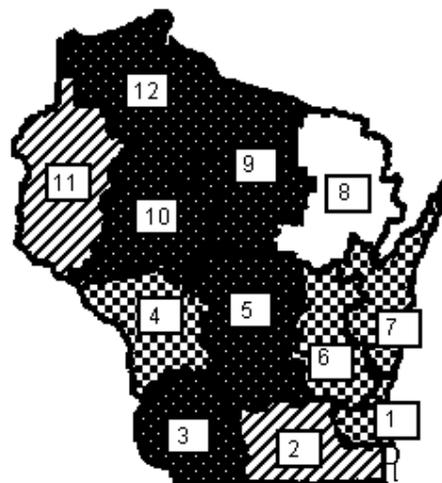
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 11.67
- Number of emergency hires school districts reported to DPI was 151 (All science areas)



Chemistry

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 8.72
- Number of emergency hires school districts reported to DPI was 151 (All science areas).



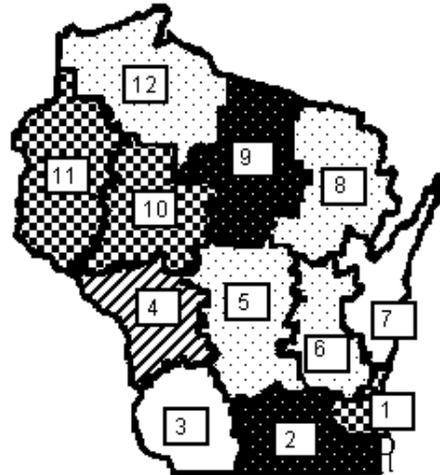
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Earth Science

Outlook: Average

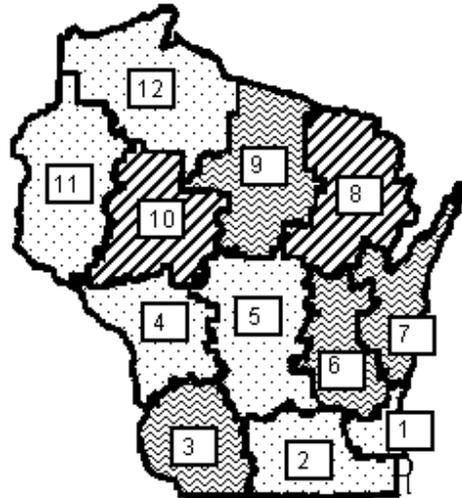
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 9.73
- Number of emergency hires school districts reported to DPI was 151 (All science areas)



English/Language Arts

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 15.23
- Number of emergency hires school districts reported to DPI was 58



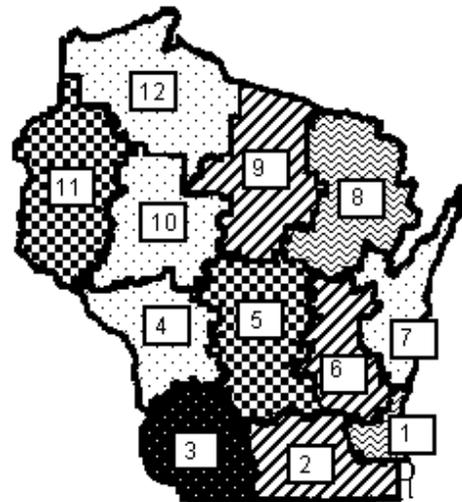
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

General Science

Outlook: Average

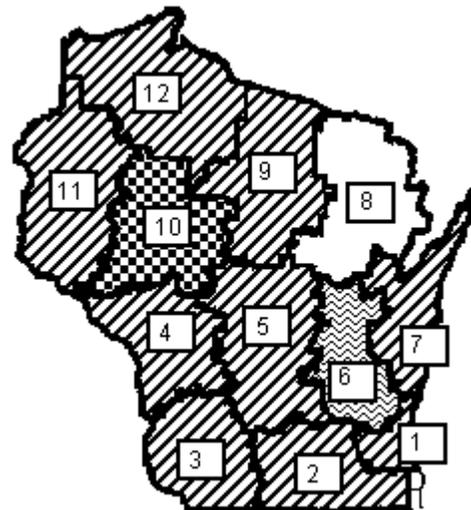
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 12.22
- Number of emergency hires school districts reported to DPI was 151 (All science areas)



Mathematics

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 9.47
- Number of emergency hires school districts reported to DPI was 90



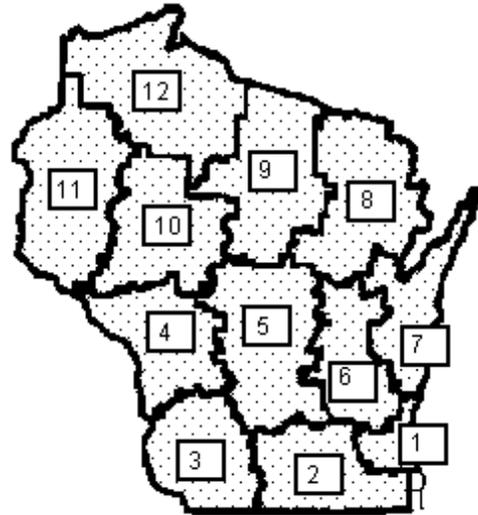
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- Demand Well Below Average
- No data

Physical Education

Outlook: Well Below Average

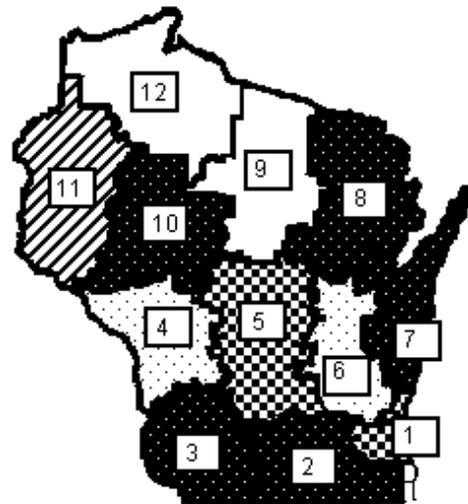
- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 26.27
- Number of emergency hires school districts reported to DPI was 15



Physics

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4.43
- Number of emergency hires school districts reported to DPI was 151 (All science areas)



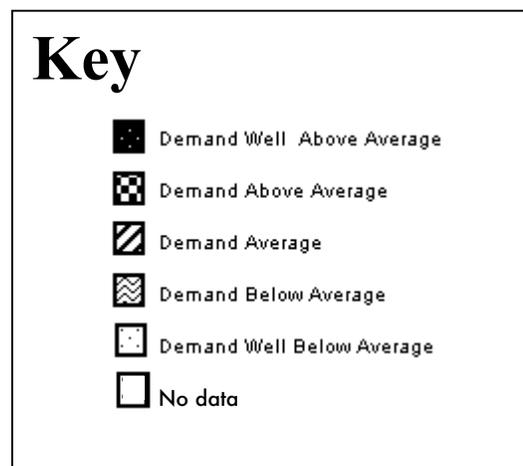
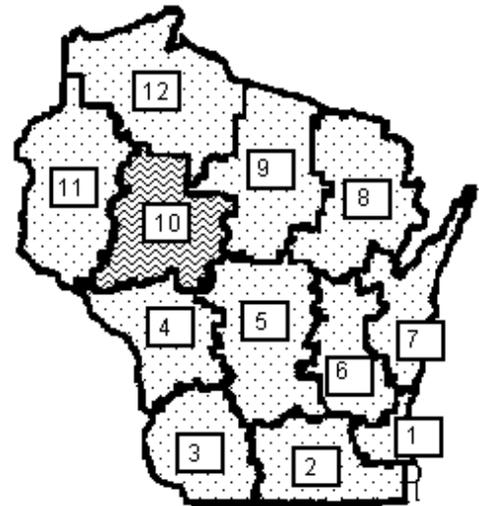
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Social Studies

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 27.28
- Number of emergency hires school districts reported to DPI was 47

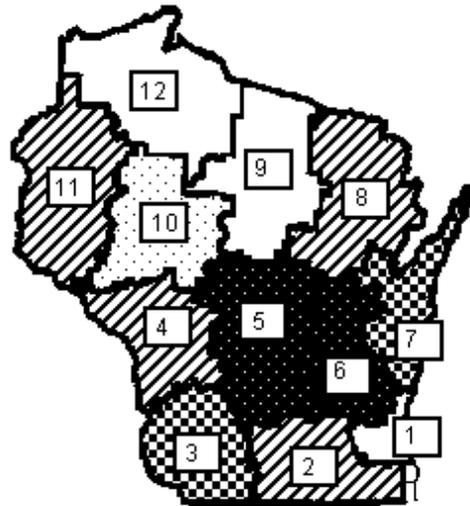


Special Fields

Agriculture

Outlook: Average

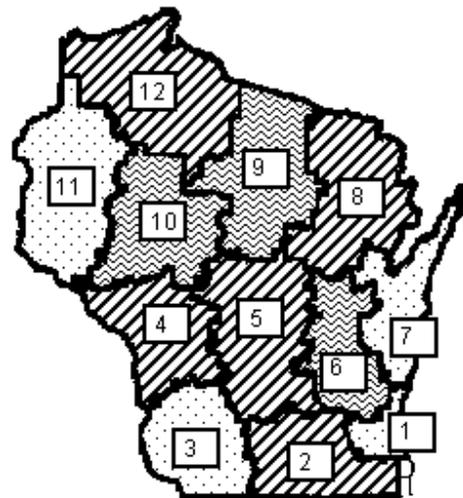
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 5.64
- Number of emergency hires school districts reported to DPI was 8



Art

Outlook: Below Average

- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 13.23
- Number of emergency hires school districts reported to DPI was 9



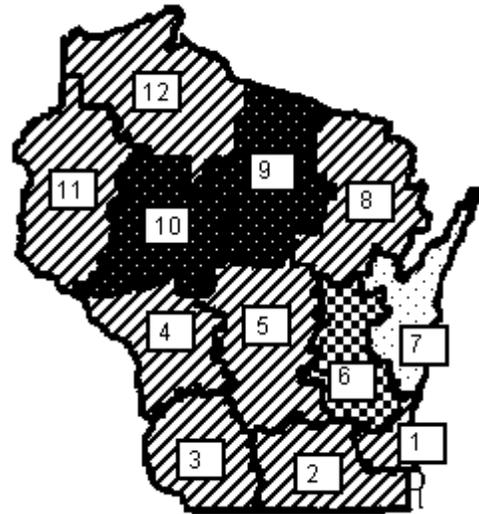
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Business Education

Outlook: Average

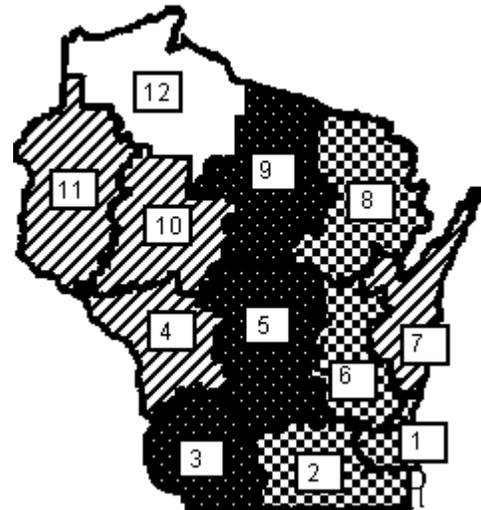
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 6.09
- Number of emergency hires school districts reported to DPI was 44



Family and Consumer Education

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4.85
- Number of emergency hires school districts reported to DPI was 15



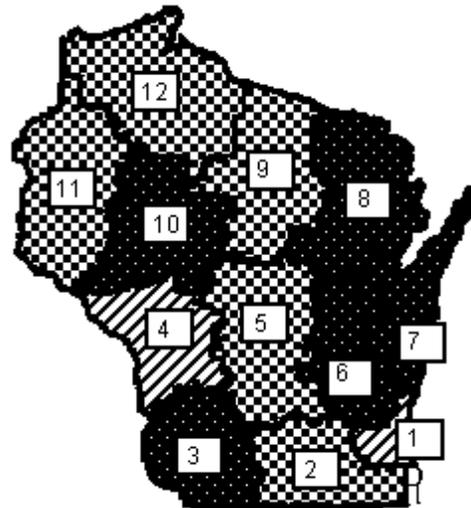
Key

- Demand Well Above Average
- Demand Above Average
- Demand Average
- Demand Below Average
- Demand Well Below Average
- No data

Foreign Language

Outlook: Above Average

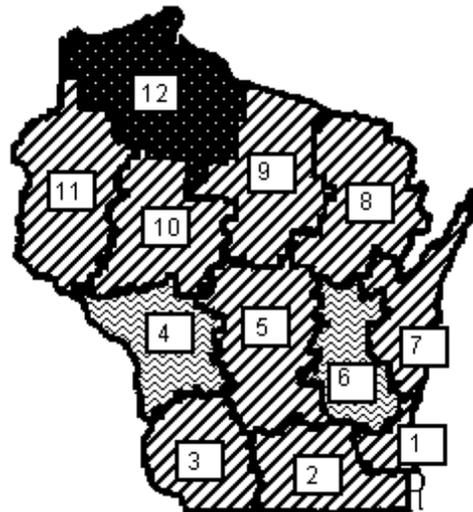
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 7.17
- Number of emergency hires school districts reported to DPI was 96



Music

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 9.93
- Number of emergency hires school districts reported to DPI was 62



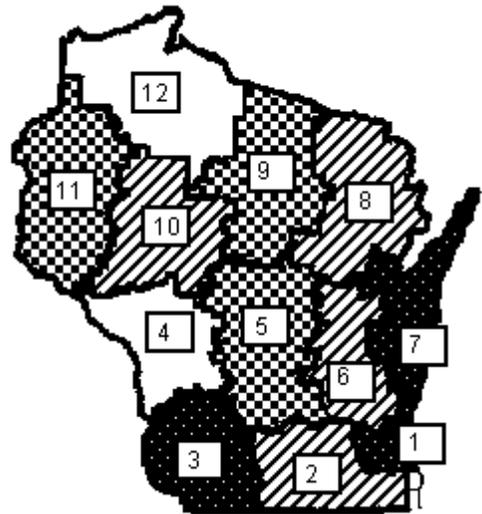
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Technology Education

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.37
- Number of emergency hires school districts reported to DPI was 71



Key

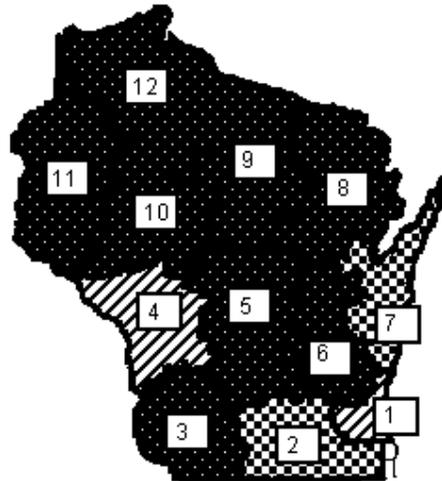
- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Special Education

Cognitive Disabilities

Outlook: Above Average

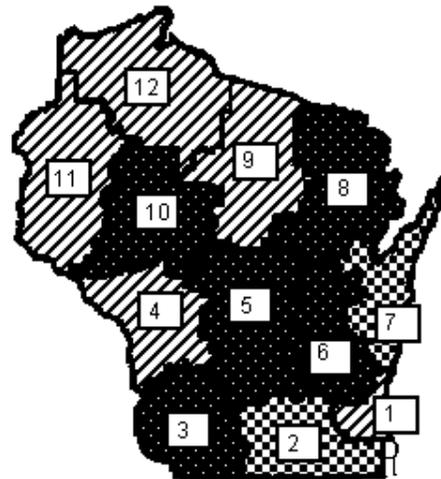
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.02
- Number of emergency hires school districts reported to DPI was 160



Cross Categorical

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 5.47
- Number of emergency hires school districts reported to DPI was 144



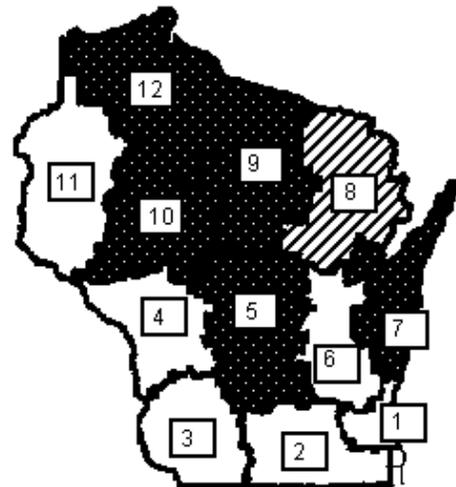
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Deaf/Hearing Impairment

Outlook: Well Above Average

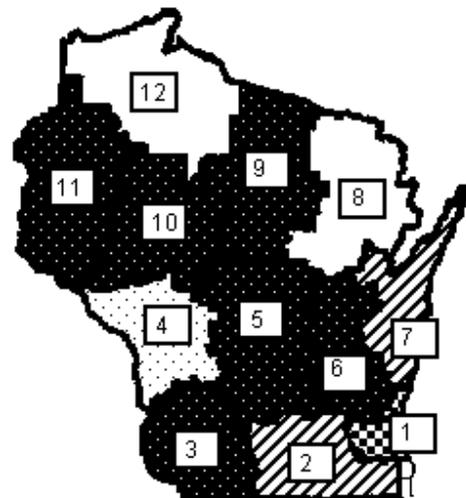
- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was 1.67
- Number of emergency hires school districts reported to DPI was 10



Early Childhood Special Education

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 4.77
- Number of emergency hires school districts reported to DPI was 71



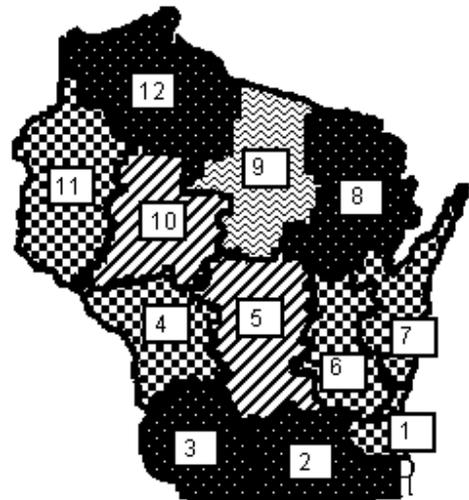
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Emotional Behavioral Disability

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4.10
- Number of emergency hires school districts reported to DPI was 452

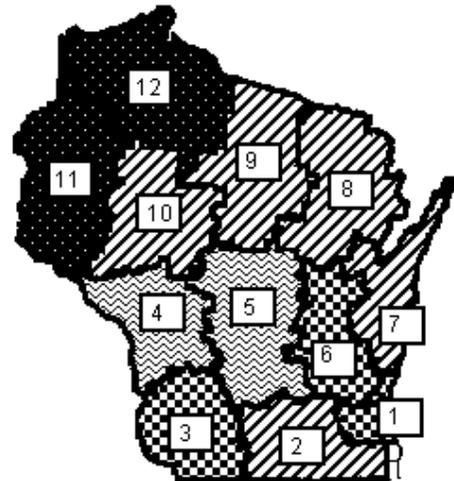


Learning Disabilities

Outlook: Average

School district supply rating was in the normal range

- Ratio of applicants to vacancies was 6.02
- Number of emergency hires school districts reported to DPI was 387



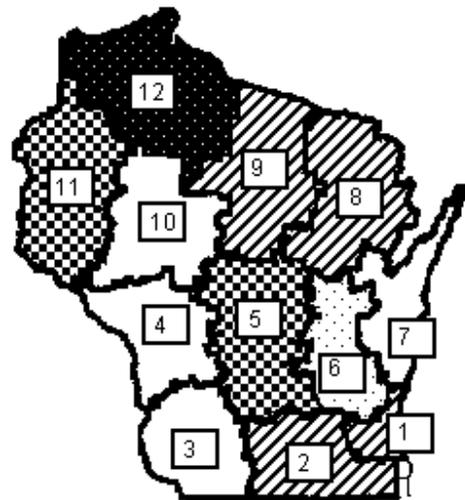
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

Physical Therapist/Occupational Therapist

Outlook: Average

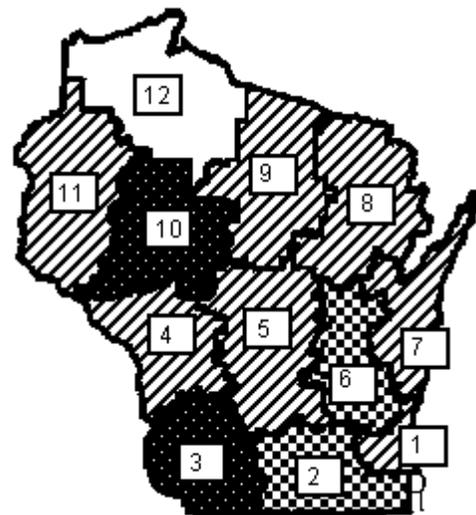
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 2.93



Speech and Language Pathologist

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 4.45
- Number of emergency hires school districts reported to DPI was 20



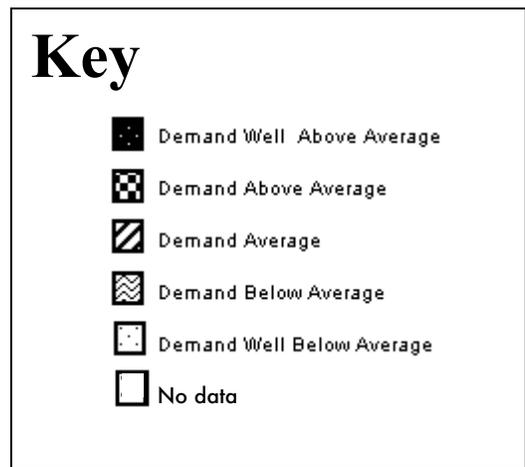
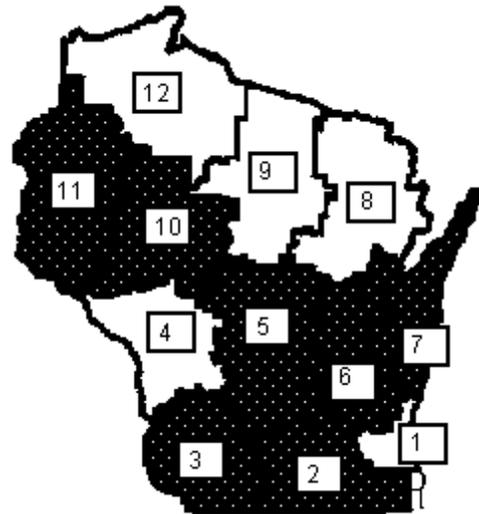
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Vision Impairment

Outlook: Well Above Average

- School district supply rating was in the well below normal range
- Ratio of applicants to vacancies was .91
- Number of emergency hires school districts reported to DPI was 8

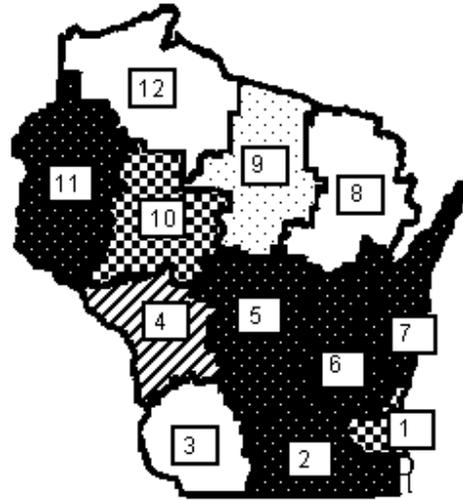


Specialized Personnel

ESL/Bilingual

Outlook: Above Average

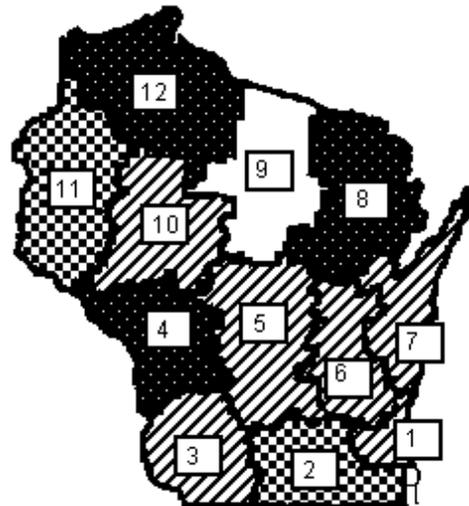
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 4.40
- Number of emergency hires school districts reported to DPI was 305 (143 ESL and 162 Bilingual)



Library/Media

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 5.33
- Number of emergency hires school districts reported to DPI was 84



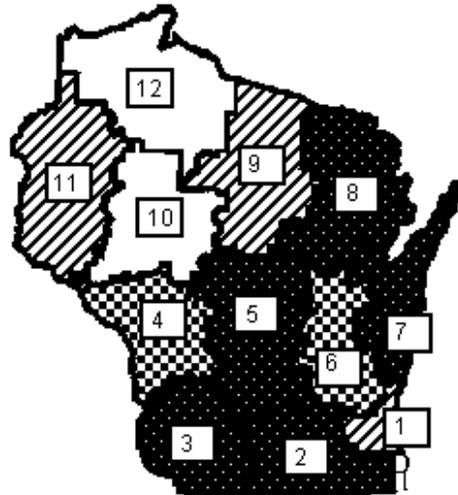
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

Reading Specialist

Outlook: Above Average

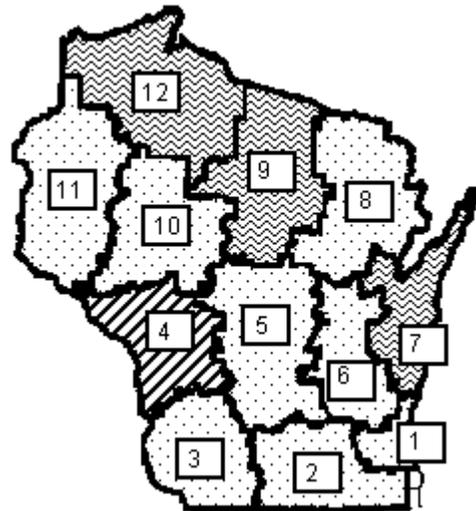
- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 6.41
- Number of emergency hires school districts reported to DPI was 133



School Counselor

Outlook: Well Below Average

- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 14.45
- Number of emergency hires school districts reported to DPI was 19



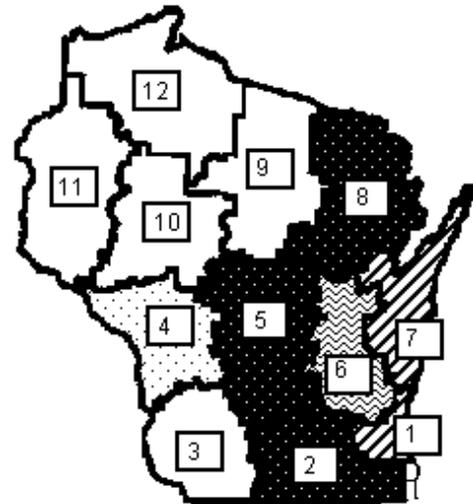
Key

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No data

School Nurse

Outlook: Average

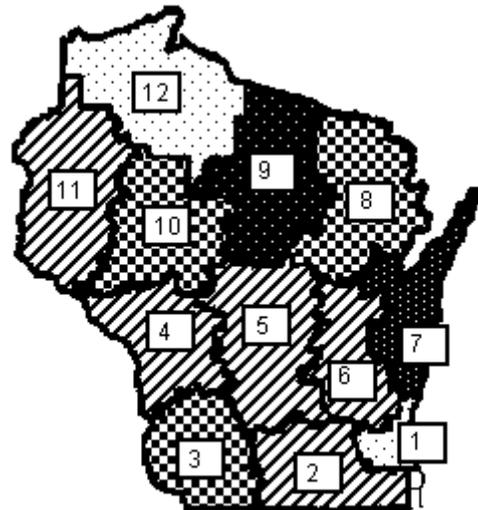
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 5.25



School Psychologist

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 5.92
- Number of emergency hires school districts reported to DPI was 2



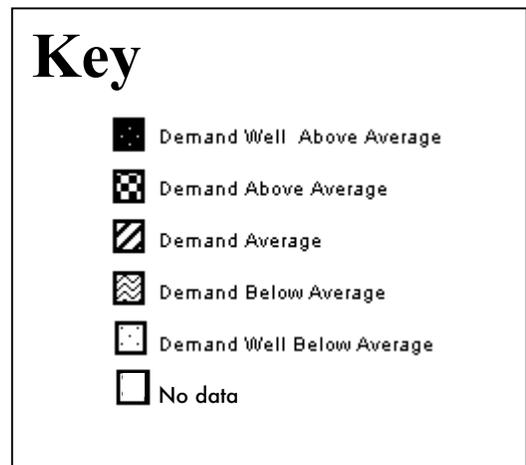
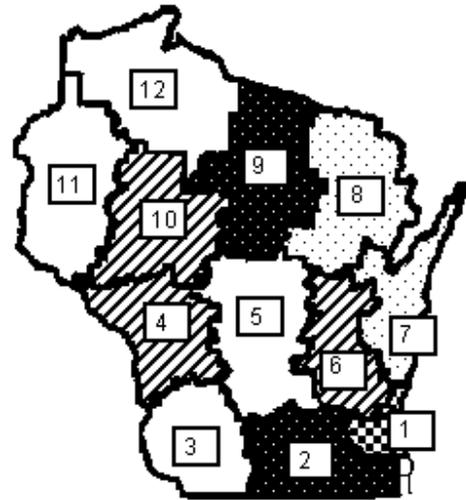
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▤ Demand Average
- ▥ Demand Below Average
- ▦ Demand Well Below Average
- No data

School Social Worker

Outlook: Average

- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 5.90
- Number of emergency hires school districts reported to DPI was 5

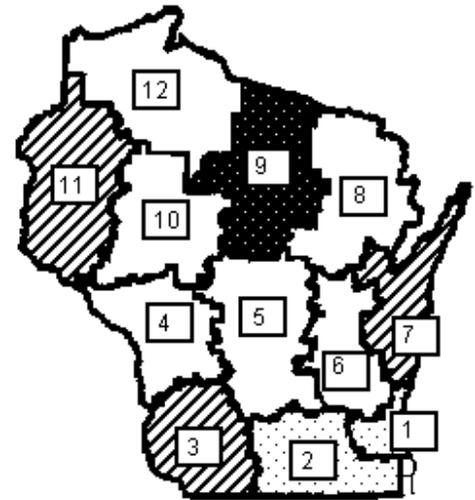


Administrators

Curriculum Director

Outlook: Average

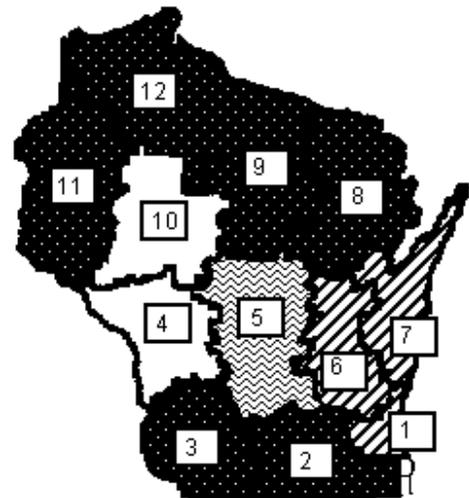
- School district supply rating was in the normal range
- Ratio of applicants to vacancies was 18.20



Director of Special Education

Outlook: Above Average

- School district supply rating was in the below normal range
- Ratio of applicants to vacancies was 2.91



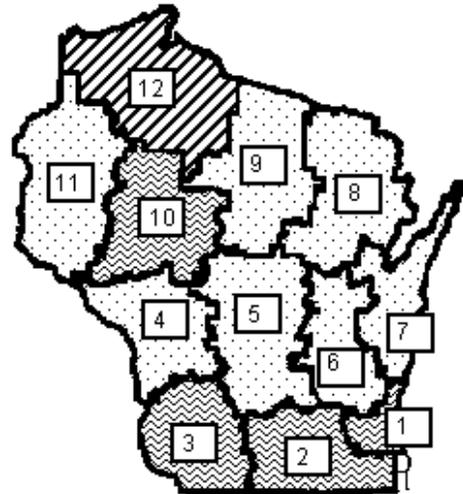
Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▨ Demand Average
- ▩ Demand Below Average
- ◻ Demand Well Below Average
- No data

Principal

Outlook: Well Below Average

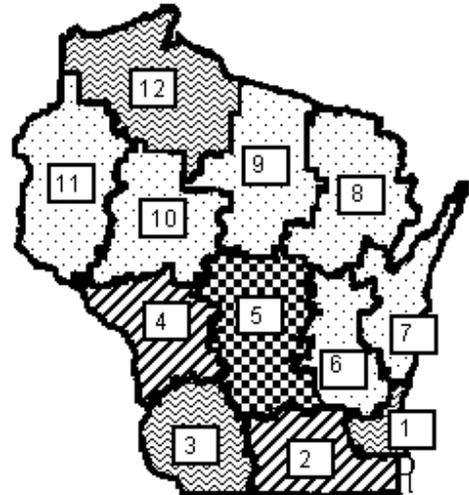
- School district supply rating was in the well above normal range
- Ratio of applicants to vacancies was 23.38



Superintendent

Outlook: Below Average

- School district supply rating was in the above normal range
- Ratio of applicants to vacancies was 14.43



Key

- Demand Well Above Average
- ▣ Demand Above Average
- ▨ Demand Average
- ▩ Demand Below Average
- ▤ Demand Well Below Average
- No data

Appendix A

Educator Supply and Demand Rating Scale for School District Analysis

INSTRUCTIONS: To complete the Educator Supply and Demand Rating Scale for School District Analysis use the following steps (or go to the web site <http://idea.uwosh.edu/fisher/fisher.html>):

1. Make any corrections in Name of District

Provide name, phone number, and e-mail address of district administrator who may be contacted regarding survey information

2. **(Column A)** Carefully examine the licensure/subject areas

3. **(Row 1)** Carefully examine the column headings

4. **(Column B)** Indicate the number of vacancies filled in your district for each licensure/subject area for the 2002-2003 school year. Vacancies include newly created positions and those resulting from attrition. Do not include positions filled by lateral transfers within the district's teaching pool. For example, 5 elementary vacancies opened in June. One vacancy was filled by the transfer of one of the district's middle school math teachers. The middle school and elementary vacancies were filled through a combination of new hires from outside the district and the district's pool of substitute teachers. The district had 4 elementary vacancies and 1 middle/high school math vacancy for the purposes of this survey. If there were no vacancies in a licensure/subject area, leave corresponding cells blank. (See model below)

5. **(Column C)** Indicate the total number of applicants for the vacancies in each licensure/subject area. An applicant is any individual who meets the following criteria: (1) Is licensed or has applied for licensure in the specific licensure/subject area and appropriate grade level and (2) Has on file with the district: (a) cover letter, (b) resume, and (c) application. (To be considered an applicant an individual may have more than these three items on file but may not have less). For example, of 300 potential elementary applicants 225 are licensed in the appropriate subject field and grade level, and have submitted the three required items. The number of elementary applicants is 225 for the purposes of this survey. There were 20 applicants for a middle school math vacancy. (See model below)

MODEL

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D Rating of Supply
Elementary			
Early C/Kindergar			
Elementary	5	225	5
Mid/High School			
Biology			
Chemistry			
Earth Science			
Eng./Lang. Arts			
General Science			
Journalism/Speech			
Mathematics	8	20	1

6. **(Column D)** Use the rating scale below to express your opinion on the teacher supply in each licensure/subject area. Base your rating on the number of applications you received for each licensure/subject area in relation to the vacancies in your district for the 2002 - 2003 school year. (See the example above)

Extreme Shortage 1	Slight Shortage 2	Supply Normal to Demand 3	Slight Oversupply 4	Extreme Oversupply 5
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Educator Supply and Demand Rating Scale for School District Analysis

Name of District _____ Administrator-_____

Phone Number-_____

A Licensure/Subject Areas	B Number of Vacancies	C Number of Applicants	D F=Full—time P=Parttime	E Rating of Supply	F 5-year Projection
Elementary					
Early Child/Kindergar					
Elementary					
Mid/High School					
Biology					
Chemistry					
Earth Science					
Physics					
General Science					
Mathematics					
Eng/Spch/Thea/Jour					
Social Studies					
Special Fields					
Agriculture					
Art					
Business Ed					
Drivers Ed					
Fam/Consum Ed.					
Foreign Language					
Health Ed.					
Music					
Phys. Ed.					
Technology Ed.					
Special Education					
Cognitive Disabil.					
Cross Categorical					
Deaf/Hear Impair.					
Early Child Spec. Ed.					
Emotional Beh. Dis.					
Learning Disability					
Speech/Lang. Path					
Visually Imp.					
PT/OT					
Specialized Personnel					
ESL/Bilingual					
Library/Media					

Supply & Demand 2003

Reading Specialist					
Sch. Counselor					
Sch. Nurse					
Sch. Psychologist.					
Sch. Social Work.					
Administrators					
Curriculum Dir.					
Dir. of Spec. Ed.					
High Sch. Principal					
Superintendent					
Other					

Please complete items on next page

Additional information:

Emergency licenses (EL)

- How many vacancies for the 2002-2003 school year were filled by individuals with EL?
- What licensure/subject areas and grade levels were these individuals hired to fill?

Critical Shortage

- Given projections of vacancies over the next five years which subject/licensure areas do you anticipate will be most problematic for your district to hire qualified personnel?

State Budget & Hiring

- How have the state budget difficulties affected hiring practices for the upcoming school year?

State Budget & Attrition

- Have the state budget difficulties had an effect on staff attrition/retirement in your district?

Please feel free to make any comments you feel could contribute to this study.

Appendix B

Districts Responding to Survey

Adams-Friendship	Brown Co CDEB	Cuba City
Albany	Brown Deer	Cudahy
Algoma	Bruce	Cumberland
Alma Center	Burlington	D C Everest
Alma	Cadott	Darlington
Altoona	Calumet Co CDEB	De Pere
Amery	Cambria-Friesland	De Soto
Antigo	Cambridge	Deerfield
Appleton	Cameron	
Argyle	Campbellsport	Delavan-Darien
Arrowhead	Cashton	Denmark
Ashland	Cassville	Dodgeand
Ashwaubenon	Cedar Grove-Belgium	Dodgeville
Athens	Cedarburg	Dover #1
Auburndale	Central/Westosha UHS	Drummond
Augusta	Clayton	Durand
Baldwin-Woodville	Clear Lake	East Troy
Bangor	Clintonville	Eau Claire
Baraboo	Cochrane-Fountain City	Edgar
Barneveld	Colby	Edgerton
Barron	Coleman	Elcho
Bayfield	Colfax	Eleva-Strum
Beaver Dam	Columbus	Elk Mound
Beecher-Dunbar-Pembin	Cooperative Ed Serv Agcy	Elkhart Lake-Glenbeulah
Belleville	03	Elkhorn
Belmont	Cooperative Ed Serv Agcy	Ellsworth
Beloit	05	Elmwood
Beloit Turner	Cooperative Ed Serv Agcy	Erin
Benton	06	Evansville
Berlin	Cooperative Ed Serv Agcy	Fall Creek
Big Foot UHS	07	Fall River
Birchwood	Cooperative Ed Serv Agcy	Fennimore
Black Hawk	08	Flambeau
Black River Falls	Cooperative Ed Serv Agcy	Florence
Blair-Taylor	09	Fontana J8
Bloomer	Cooperative Ed Serv Agcy	Fort Atkinson
Bonduel	10	Fox Point J2
Boscobel	Cooperative Ed Serv Agcy	Franklin
Boulder Junction J1	11	Frederic
Boyceville	Cooperative Ed Serv Agcy	Freedom
Brighton #1	12	Friess Lake
Brillion	Cornell	Galesville-Ettrick-Tremp
Brodhead	Crandon	Geneva
	Crivitz	Genoa City J2

Germantown	Lake Holcombe	Neillsville
Gibraltar	Lake Mills	Neosho J3
Gillett	Lakeland UHS	New Auburn
Gilman	Laona	New Berlin
Gilmanton	Lena	New Glarus
Glendale-River Hills	Linn J4	New Lisbon
Glenwood City	Linn J6	New London
Glidden	Little Chute	New Richmond
Goodman-Armstrong	Lodi	Niagara
Granton	Lomira	Nicolet UHS
Grantsburg	Loyal	North Cape
Green Bay	Luck	North Crawford
Green Lake	Luxemburg-Casco	North Fond du Lac
Greenfield	Manawa	North Lake
Hamilton	Manitowoc	Northland Pines
Hartford J1	Maple Dale-Indian Hill	Northwood
Hartford UHS	Maple	Oakfield
Hartland-Lakeside J3	Marathon	Oconomowoc
Hayward	Marathon Co CDEB	Oconto Falls
Herman #22	Marinette	Omro
Highland	Marion	Onalaska
Hilbert	Marshfield	Oostburg
Hillsboro	Mauston	Oregon
Holmen	McFarland	Oshkosh
Howards Grove	Medford	Osseo-Fairchild
Hudson	Mellen	Owen-Withee
Hurley	Melrose-Mindoro	Pardeeville
Hustisford	Menasha	Paris J1
Independence	Menominee Indian	Park Falls
Iola-Scandinavia	Menomonee Falls	Pecatonica
Iowa-Grant	Menomonie Area	Pepin
Janesville	Mequon-Thiensville	Peshtigo
Johnson Creek	Mercer	Pewaukee
Juda	Merrill	Phelps
Kaukauna	Merton	Phillips
Kenosha	Milwaukee	Pittsville
Kettle Moraine	Minocqua J1	Plum City
Kewaunee	Monroe	Port Edwards
Kewauskum	Montello	Port Washington-Saukville
Kickapoo	Monticello	Portage
Kiel	Mosinee	Potosi
Kimberly	Mount Horeb	Poynette
La Crosse	Mukwonago	Prairie du Chien
La Farge	Muskego-Norway	Prentice
Lac du Flambeau #1	Necedah	Prescott
Ladysmith-Hawkins	Neenah	Princeton

Pulaski	South Shore	Waterford Graded J1
Racine Co. CDEB	South Milwaukee	Waterford UHS
Racine	Southern Door	Waterloo
Randolph	Southwestern WI	Watertown
Raymond #14	Sparta	Wauwaukee
Reedsburg	Spooner	Wausau
Reedsville	Spring Valley	Wausaukee
Rhineland	Stevens Point	Wautoma
Rib Lake	Stockbridge	Wauwatosa
Rice Lake	Stone Bank	Wauzeka-Steuben
Richland	Stoughton	Webster
Richmond	Stratford	West Allis
Rio	Sturgeon Bay	West Bend
River Ridge	Superior	West De Pere
Riverdale	Suring	West Salem
Rosendale-Brandon	Swallow	Westby
Rosholt	Thorp	Weyauwega-Fremont
Royall	Three Lakes	Weyerhaeuser
Saint Croix Central	Tomah	Wheatland J1
Saint Croix Falls	Tomahawk	White Lake
Saint Francis	Tomorrow River	Whitefish Bay
Salem J2	Trevor Grade	Whitewater
Sauk Prairie	Tri-County	Whitnall
Seneca	Twin Lakes #4	Wild Rose
Sevastopol	Two Rivers	Wilmot UHS
Sharon J11	Union Grove J1	Winneconne
Shawano-Gresham	Union Grove UHS	Winter
Sheboygan	Valders	Wisconsin Dells
Shell Lake	Verona	Wonewoc-Union Center
Shiocton	Wabeno	Woodruff J1
Shullsburg	Walworth Co CDEB	Wrightstown
Siren	Walworth J1	Yorkville J2
Slinger	Washburn	
Somerset	Washington	

Appendix C

Districts Not Responding to Survey

Abbotsford	Lake Geneva-Genoa City	Richfield J1
Almond-Bancroft	Lancaster	Ripon
Arcadia	Madison Metropolitan	River Falls
Bowler	Markesan	River Valley
Bristol #1	Marshall	Rubicon J6
Butternut	Mayville	Seymour
Chetek	Middleton-Cross Plains	Sheboygan Falls
Chilton	Milton	Shorewood
Chippewa Falls	Mineral Point	Silver Lake J1
Clinton	Mishicot	Solon Springs
Cooperative Ed Serv Agcy 01	Mondovi	Spencer
Cooperative Ed Serv Agcy 02	Monona Grove	Stanley-Boyd
Cooperative Ed Serv Agcy 04	Nekoosa	Sun Prairie
De Forest	New Holstein	Tigerton
Elmbrook	Norris	Turtle Lake
Fond du Lac	Northern Ozaukee	Unity
Grafton	Norway J7	Viroqua
Greendale	Norwalk-Ontario-Wilton	Washington-Caldwell
Greenwood	Oak Creek-Franklin	Waukesha
Horicon	Oconto	Waupaca
Hortonville	Osceola	Waupun
Ithaca	Palmyra-Eagle	Westfield
Jefferson	Parkview	Weston-403
Kohler	Platteville	Whitehall
Lake Country	Plymouth	Williams Bay
Lake Geneva J1	Prairie Farm	Wilmot Grade
	Randall J1	Wisconsin Heights
	Random Lake	Wisconsin Rapids
		Wittenberg-Biramwood

Appendix D

Written responses to questions about state budget effects on hiring and attrition

District responses categorized under severe effect included the following:

"We are reducing 7.0 FTE staff. Approximately 3.0 FTE attribute to a reduction of normal funding. The district has 111.49 FTE total professional staff."

"Budget constraints have caused our district to cut six full time teaching positions, 1 1/2 administrative positions and we will cut more next year. Declining enrollment does have an effect but lack of dollars is the most important factor in the cuts. It will result in larger class sizes."

"Layoffs and freeze except in critical areas (e.g., science)."

"Due to reduction in state aid, the revenue caps and drop in enrollment, we have laid off teachers. We will likely not be able to hire to fill these positions for some time."

"Budget constraints have caused our district to cut six full time teaching positions, 1 1/2 administrative positions and we will cut more next year. Declining enrollment does have an effect but lack of dollars is the most important factor in the cuts. It will result in larger class sizes."

"Of the 22 early retirees most positions will not be filled. In addition to those reductions realized from retirement there will also be 7-10 individuals laid off."

"Waiting longer to make the decision to fill vacant positions; more emphasis on hiring teachers with little/no experience (lower salary); more layoffs expected."

We have had to reduce over 20 positions for next year and this may increase."

"We have declining enrollment that is driving cut backs and lay offs. We are trying to hold class sizes down but the budget problems may render this impossible in the upper grades. We will face a \$500,000 deficit on a \$9,000,000 budget in 2003-2004. Thus new teachers coming in to the market place are going to be vying over precious few jobs."

"We have five people on layoff right now (about 10% of our staff). Four are 1-8 certified and one is 3-6 certified."

"Reductions in program. The entire staff will be reduced possible 9% of entire staff. teachers, administrators, and support."

District responses categorized under moderate effect included the following:

"Delay in hiring until hard enrollment numbers are obtained."

"Currently we are not filling vacancies. Our hiring process will be delayed this year. We will use resignations/retirements to absorb needed cuts. We will not attend hiring fairs this year."

"Hiring is delayed. We aren't filling any current vacancies for the 2003-2004 school year immediately -- allowing us to fill through attrition and giving us the opportunity to cut a position without laying off a teacher."

"We have put a freeze on all hiring at this point. We probably hire, using attrition to help with 11.2 million budget problem."

"Greatly limited, we are not replacing teachers that retire. Other openings will be filled only if absolutely necessary."

District responses categorized under mild effect included the following:

"Are forced to hire teachers with minimal (if any) experience."

"We will have no ability to make our salary schedule more competitive and this all comes during a time of high stakes testing."

"We have hired the 'cheapest' teacher rather than the most experienced, educated, and best qualified."

"We need good teachers. We will borrow the money."

"We passed a five-year referendum in 2002 to exceed revenue cap. We will still be okay for upcoming school year."

District responses categorized under no effect or not sure included the following:

"Have not due to the fact that we only have one teacher per grade and many specials are part time."

"Not affected yet!"

"It has not yet. Probably will have over supply of applicants as there will be layoffs due to budget constraints."

Other trends:

Two types of responses were seen in noticeable numbers – delays in hiring and difficulty with salaries. Comments included the following:

Delays in hiring – 37 districts

"Delay in hiring until hard enrollment numbers are obtained."

"We are holding on several open positions due to the uncertainties of the financial picture and incomplete state budget regarding school funding."

"All hiring is on hold until we have a better feel for budgeting impact."

"Hiring is delayed. We aren't filling any current vacancies for the 2003-2004 school year immediately--allowing us to fill through attrition and giving us the opportunity to cut a position without laying off a teacher."

"We have curtailed hiring and are closely monitoring vacancies created by normal alteration (resignations or retirement). We are holding back filling their positions in the event the need to use these vacancies around layoffs."

"Holding off on filling possible vacancies and holding off on adding staff."

"We are delaying hiring in areas where the supply is still ample as long as we possibly can. We may also have to lay off some teachers."

Salary difficulties -- 49 Districts

"Salaries are too low. We lose qualified applicants to other areas that pay better. Our school needs more facilities, but the community cannot afford it so we lose good teachers to other districts with good facilities."

"Schools will be forced to hire the 'cheapest' possible personnel to fill positions--unless sweeping reform takes place in Wisconsin. We will continue to face 'Brain Drain.' What college student will go to school five years, incur high debts, jump through PI 34 'hoop' and

maybe get a licensure after three years---all for less than \$30,000 per year--not gonna happen!!"

"With budget concerns, the individual's education plus years of experience become a more prevalent factor in deciding who to hire. In some areas of special education, it is my preference to hire individuals with more advanced education plus years of experience, but the budget is not always accommodating to this choice."

Other comments:

"We may have 1-2 openings and expect a lot of applications from teachers on lay-off from other districts."

"Very difficult on budget planning. Recruitment -- the current funding formula -- 3.8 for teachers have many top candidates leaving the state. Licensure laws--very restrictive. PI 34 will have huge impact on attracting quality candidates from out of state. The current funding formula will have a continued impact on recruitment if not changed. People (teachers) do not want to come here. Taxes are too high and the QEO is known nationally and perceived negatively."

Attrition/Retirement

Responses from districts who stated that teachers are not retiring or transferring due to current budget difficulties included the following:

"Yes--we are not seeing as many leaving the district. Potential retirees are still waiting for their retirement funds to bounce back. Younger teachers are staying, not wanting to be low on the seniority list somewhere else."

"Yes I think people are staying put longer and some can't afford to retire due to insurance costs."

"I believe that the 25% fewer retirements this year are attributable to the overall economy, the poor showing of WRS investments and decreases in the pension benefits, and the rapidly rising medical premiums, not on the state budget difficulties. Attrition of staff may be down because fewer districts are hiring."

"Yes--all time low for retirements and people staying 'put' and not job searching."

"The number leaving has slowed due to uncertainty of market. Insurance has kept folks working longer as they need to be concerned with insurance cost increases. Their retirement dollars don't go as far as they had hoped."

"The number leaving has slowed due to uncertainty of market. Insurance has kept folks working longer as they need to be concerned with insurance cost increases. Their retirement dollars don't go as far as they had hoped."

"I think with the hard economic times, people want to stay put. Even those who are eligible for retirement are postponing the decision."

"People are considering working longer thus negatively impacting our budget. We would normally be able to hire professionals lower on the salary schedule than those at the top of the salary schedule."

"Teachers stay longer now due to the cost of health insurance and loss of funds in personal investments. Also may attract fewer new teachers due to the relatively low pay increases given the past 10 years."

“Yes, teachers are not retiring because annual salaries have decreased in our district the last two years, while health costs have increased consuming the entire QEO. We have no fund balance to even consider offering any incentives to retire or to apply in our district. Future full time positions will be filled with part time people, if filled at all. Many of our teachers have multiple licenses, when they do retire (more than half) the next five years - they will be difficult to replace with part time this and part time that.”

Responses of districts who stated teachers are leaving included the following:

“Some people have opted for retiring due to lay-offs in counseling, specialties, etc. Based on the impossible expectations by programs and lack of funding many have had enough of the BS and are just hanging it up. People who can, will get out. This causes a strain on budgets due to early retirement provisions in the contracts. There are shortages of "highly qualified" teachers now. This will get worse.”

“We have had a couple of instances in which teachers have moved to the private sector due to salary levels.”

“More retirements -- didn't want to stay and take pay cuts.”

“A couple of teachers retired rather than watch younger teachers lose their jobs.”

“Yes, I'm not sure just yet but I think some newer teachers are leaving because of budget crisis and uncertainty created by that.”

“Early retirement -- afraid benefits will disappear.”

“I believe more eligible teachers will retire because of the increased bureaucratic mandates of ESEA and PI 34 plus the content pressure from negative media portrayals.”

“Yes. Our district will be extending the options for retirement to teachers who will turn 55 in the next calendar year. Previously the staff member was eligible for retirement if they turned 55 in the school year.”

“Yes! We have had several retirements in an effort to help colleagues keep their jobs. Our problems are we are a high land value district with poor year-round residents (over 50% free and reduced lunch) and we are in a declining enrollment situation.”

“Yes, it has effected attrition. Our staff tend to be fairly young, therefore retirement is generally not an issue. However, we have not filled vacancies in the past due to lack of qualified people and costs.”

“Staff members have decided to retire early (age 55-56), low salary increases-part of problem.”

“Some staff were encouraged to retire early to help our local situation. They were replaced with less experienced individuals or by reduced time staff.”

“Yes, it's currently accelerating retirements, causing people to retire early to maintain their benefit levels (three-year average calculation). Also, no money for raises so they retire and make nearly as much money not working.”

“Yes! It has encouraged early retirement. One can retire and make an equivalent salary. Why work?”

“We have made a special bonus early retirement offer to teachers in hopes that some will retire a year early and allow the district to lay off fewer teachers. The union still needs to approve this special bonus offer and will vote on it on Tuesday.”

Responses from districts who stated they were laying off or not filling positions included the following:

"Yes. We replaced two retirees from within the district."

"Yes, we have consolidated functions, eliminated functions, and not replaced services."

"Yes -- when someone retires the goal is to find someone who will possibly cost less (a younger, less experienced candidate). We also consider whether or not to rehire to fill the position."

"We are laying off teachers because of budget cuts thus every retiring teacher's position is examined carefully to look for removal of a position by attrition; for the 03-04 school year, staff attrition/retirement would have been handled in the same manner with or without budget difficulties -- because of the uncertainty of specific budget difficulties, future effects in this aspect are still unknown."

"Title I positions have been eliminated. Overall, budget could no longer supplement Title I program as in the past. The district has not replaced several staff positions when retirees have left due to anticipated budget difficulties."

"In some areas teachers that have retired or resigned were not replaced in order to deal with budget cuts caused by revenue caps."

"As people retire, we do not replace."

"As teachers retire or leave, if possible, we are not rehiring if their duties/teaching area could be combined with someone else."

Responses of those who cited no effect included the following:

"Retirements this year for the most part were expected and were not the results of the state's budgeting having an impact on school districts."

"This year no; next year probably."

"We just settled our contract for 2001-2002. Teachers received a 12.02% increase TP compensation. No one is leaving!"

"Too early to tell at this point."

"No-but we have a five year referendum to exceed revenue limits."

"At this point, they have not had an impact on retirement as the majority of my staff are still 5-10 years away from retirement age. The state budget has not had any effect on attrition though that could be an issue with young teachers who have the flexibility to move to districts with higher pay schedules. Teachers who have families and houses in the area do not seem to be looking for different jobs."

"Not yet, but I strongly believe that PI 34 will greatly exacerbate the problem, especially since no funding is being provided to implement the program. The district will have to eliminate other programs in order to pay for it."

Appendix E
Program Completer Survey Participating Colleges and Universities

Cardinal Stritch College
Maranantha College
Marian College
Mount Mary College
Silver Lake College
UW Green Bay
UW La Crosse
UW Madison
UW Milwaukee
UW Oshkosh
UW Plattville
UW Stevens Point
UW Superior

Appendix F

Program Completer Survey

- 1.) Are you currently employed as a teacher?
 A. Yes Please continue to number 2.
 B. No If no, please explain briefly why.

2.) What certification(s) do you hold?

Elementary	Middle/High School	Special Fields	Special Education
Early Childhood/ Kinder	School	Agriculture	Cognitive Dis.
Elementary	Biology	Art	Emotional Dis.
Other	Chemistry	Business Ed	Learning Dis.
Specialized	Earth Science	Family/Cons Ed	Early Childhood: EEN
ESL/Bilingual	English/Language Arts	Music	Cross Categorical
Foreign Language	General Science	Phys. Ed	/Hearing Imp.
Library/ Media	Journalism/Speech	Technology Ed	Visually Imp.
Reading Specialist	Mathematics	Other	/Lang. Path.
Reading Teacher	Physics	Administrators	PT/OT
School Counselor	Social Studies	Curriculum Director	Other
School Nurse	Other	Director of Special Ed	
School Psychologist		Elementary Principal	
School Social		Middle School Principal	
Worker		High School Principal	
Other		Superintendent	
		Other	

- 3.) Are you teaching?
 A. Yes Please continue to number 4 and complete the survey.
 B. No If no, please explain briefly why and return the survey.

4.) What subject area(s) are you teaching?

Elementary	Middle/High School	Special Fields	Special Education
Early Childhood/ Kinder	School	Agriculture	Cognitive Dis.
Elementary	Biology	Art	Emotional Dis.
Other	Chemistry	Business Ed	Learning Dis.
Specialized	Earth Science	Family/Cons Ed	Early Childhood: EEN
ESL/Bilingual	English/Language Arts	Music	Cross Categorical
Foreign Language	General Science	Phys. Ed	/Hearing Imp.
Library/ Media	Journalism/Speech	Technology Ed	Visually Imp.
Reading Specialist	Mathematics	Other	/Lang. Path.
Reading Teacher	Physics	Administrators	PT/OT
School Counselor	Social Studies	Curriculum Director	Other
School Nurse	Other	Director of Special Ed	
School Psychologist		Elementary Principal	
School Social		Middle School Principal	
Worker		High School Principal	
Other		Superintendent	
		Other	

- 5.) What grade do you teach?
 Early Childhood/ Kindergarten
 Grade 1 2 3 4 5 6 7 8 9 10 11 12

- 6.) Are you employed
 A. Part-time B. Full-time C. Substitute