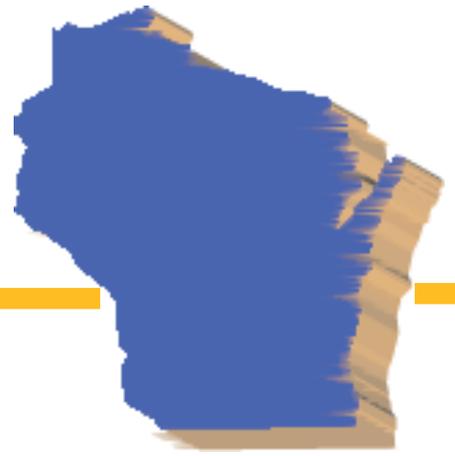


Data trends
of education personnel
in Wisconsin public schools



Supply & Demand 2005



Wisconsin Educator Supply and Demand Project
Wisconsin Department of Public Instruction
Elizabeth Burmaster, Superintendent

Supply and Demand of Education Personnel in Wisconsin Public Schools, 2005

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This report can be downloaded from the Wisconsin Department of Public Instruction web site, <http://dpi.wi.gov/tepd/research.html>

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Executive Summary

- Program completer totals from Wisconsin's 32 educator training institutions increased by 23% from 2002-2003 to 2003-2004. Completers without a previous teaching license decreased slightly, while those with a previous license increased substantially. Program completer totals increased in the areas of Special Education, English as a Second Language (ESL), Science, Technology Education, Foreign Language, and Elementary Education. License areas with decreases included Superintendent, Art, and Driver's Education.
- Attrition decreased slightly in general education, from 9.87% in 2002-2003 to 8.87% in 2003-2004. In special education, attrition went from 9.76% in 2002-2003 to 9.64% in 2003-2004. Based on years of teaching experience, attrition figures were as follows: 1 year or less, 16.3%; 1 to 5 years, 9.4%; 5 to 10 years, 7.0%; 10 to 15 years, 5.0%; 15 to 20 years, 5.2%; 20 to 25 years, 5.5%; 25 to 30 years, 6.7%; and more than 30 years, 19.1%.
- School district ratings of teacher supply indicated areas of lowest supply were Visually Impaired, Deaf / Hearing Impairments, Speech/Language Pathologist, ESL/Bilingual, Physics, Chemistry, PT/OT, Emotional Behavioral Disability, Reading Specialist, and Early Childhood Special Education.
- School district ratings of teacher supply indicated areas of greatest supply were School Counselor, Art, Early Childhood/Kindergarten, Physical Education, Social Studies, and Elementary.
- The number of emergency licenses issued in 2004-2005 decreased by 20.6% from the previous year, the second consecutive year emergency license totals decreased following a steady increase in emergency licenses since 1996-1997. Special Education certification areas made up nearly half the emergency license total.
- Asked about the effects of state budget difficulties on hiring, nearly 50% of school districts that responded reported layoffs or hiring freezes. Other effects districts reported included cuts in budgets or programs, increases in class size, and hiring inexperienced teachers and/or individuals with multiple licensures. School districts reported that state budget difficulties have had a mixed effect on retirements or attrition.
- A survey of program completers from teacher training institutions indicated that recent graduates had a slightly higher rate of finding full-time employment compared to the previous year.

Introduction

Wisconsin's public school enrollment, including pre-kindergarten through grade 12, decreased by 1.73% between the 2003-2004 and 2004-2005 school years. Enrollment dropped from 880,031 in 2003-2004 to 864,757 in 2004-2005. A cursory examination of enrollment data since 1971 will place the aforementioned enrollment data in context. Consistent annual enrollment decreases occurred from 1971-1972 (999,921) to 1984-85 (767,542). Gradual enrollment increases occurred from 1986-87 (772,363) to 1997-1998 (881,720). Public school enrollment remained fairly stable since 1996-1997, when enrollment was 879,149.

This is the 26th 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. 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 2004-2005 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 licensure areas that may face critical shortages in the next five years. The fifth section, State Budget Effects, contains written responses from school districts about effects the state budget difficulties may have 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.

Wisconsin Educator Supply

Wisconsin educator supply data include a variety of sources. Information regarding the number of new teachers completing licensure programs is primarily derived from annual reports the state's 13 public and 19 private educator 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 licensure. These totals are broken down into 31 teaching and administrative licensure 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, 2003, and August 31, 2004, and is eligible to apply for a license to teach in a particular subject area at specific grade levels or a specific position. Tables 1 and 2 include the total number of program completers across licensure areas for each educator training institution in Wisconsin. Tables 3 and 4 include the number of program completers who held previous licenses, while Tables 5 and 6 include the number that held no previous licenses.

Educator supply also is affected by attrition, including both educators that leave one teaching position to assume a position in another licensure area and educators that leave the teaching field entirely. These data are reported in Table 8. Another indicator of teacher supply is the number of emergency licenses issued by DPI. Emergency license data, reported in Tables 15 to 16, may indicate specific licensure areas in which school districts have difficulty finding appropriately licensed applicants.

Finally, the movement of prospective teachers into or out of the state affects teacher supply. Surveys of program completers have consistently indicated that approximately 10% of state program completers accept positions out of state. It is reasonable to assume that this figure underestimates the proportion of prospective educators that leave the state due to challenges of surveying this population of individuals.

Table 1

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

Assignment	UW-EauClaire	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	Totals Private	Total UW and Private
Elementary PK-8	87	88	124	139	214	138	26	118	109	135	91	31	146	1446	798	2244
Agriculture				1				13	19					33	0	33
Family & Consumer Ed				3						17	19			39	0	39
Technology Education								15			96			111	2	113
Business Education											1		28	29	55	84
Marketing Education										22			1	23	0	23
English/Spch/Thea/Jour	26	16	19	1	44	23	6	8	12	21		2	27	205	137	342
Reading	16		15	10	8	38		10	4	7		3	28	139	200	339
Foreign Language	16	7	4	5	30	8	1	2	5	15		1	7	101	42	143
ESL	3		5		12	1				16			18	55	12	67
Math	9	6	5	7	14	9	8	11	6	17		4	11	107	50	157
Driver Education											16		5	21	0	21
Music	26	4	13	26	11	6	2	12	12	8		3	12	135	56	191
Physical Education	14		77	12		21		13	22	25		5	27	216	61	277
Art Education	5	8	7	18	26	11	2	8			17	2	17	121	47	168
Science	22	12	21	5	34	9	1	5	39	19		6	15	188	73	261
Social Studies	29	24	29	6	33	20	9	16	20	31		18	25	260	161	421
Library Media	8		6	7	20	5						6	32	84	17	101
Health Education			14						4	30	6	2	4	60	6	66
Total Sec./Specialized	174	77	215	101	232	151	29	113	143	206	177	52	257	1927	919	2846
Cog/Lmg/Emot. Dist./Cross	93		6	27	37	85		17		56	21	6	69	417	164	581
Deaf/Hard of Hearing					9									9	0	9
Early Childhood Special Ed.	14				10	15				6		14	5	64	0	64
Speech/Language Pathology	6			13	10				6	17			5	57	17	74
Visual Disability															4	4
Total Special Education	113	0	6	40	66	100	0	17	6	79	21	20	79	547	185	732
School Social Worker				27	25									52	0	52
School Psychologist	12		14	5	8				15		11	1	24	90	0	90
School Counselor				3	24	23		20	32		43	11	25	181	56	237
Total Pupil Services	12	0	14	35	57	23	0	20	47	0	54	12	49	323	56	379
Superintendent				16	9	1						10		36	23	59
School Business Manager					1							1	17	19	4	23
Principal				47	23			20	13			17		120	422	542
Director of Instruction				4	1							5		10	36	46
Director of Sp. Ed./Pupil Serv.				9	4							5		18	22	40
Total Administrative	0	0	0	76	38	1	0	20	13	0	0	38	17	203	507	710
Grand Totals	386	165	359	391	607	413	55	288	318	420	343	153	548	4446	2465	6911

Source: UW System reports to DPI

Table 2
Private College Program Completers, Total

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran	Totals Private	
Elementary Pk-8	56	14	135	102	29	48	89	46	0	18	56	34	21	10	20	36	66	32	16	798	
Agriculture																					0
Family & Consumer Ed																					0
Technology Education																					2
Business Education						40	2	5			1										55
Marketing Education																					0
English/Spch/Thea/Jour	5	3	8	11	8	33	14	4	5	2	3	18	5	1	2	3	4	8			137
Reading	15		64	1	7	12						1	9	1		6		84			200
Foreign Language	1	1	2	2	5	9	2	1	2		1	4	5		1	1	2	3			42
ESL		2	6				4														12
Math	6		2	5	5	7	4	1		2		3	1	2	5	4	2	1			50
Driver Education																					0
Music	4		3	5	5	1			26		1		1	1		6	1	2			56
Physical Education			1	13	13	21				3				1	9						61
Art Education	6		7	6		8	4		1		3		5			4		3			47
Science	4	1	1	3	7	27	6	1	2	0	2	1	2	2	2	5	1	5	1		73
Social Studies	6	3	8	8	15	47	12	5	4	5	4	14			7	4	14	3	2		161
Library Media			17																		17
Health Education	1			2											3						6
Total Sec./Specialized	48	10	119	56	65	205	48	17	40	12	15	41	28	8	29	33	24	118	3	919	
Cog/Lmg/Emot. Dist./Cross			62		24		45									33					164
Deaf/Hard of Hearing																					0
Early Childhood Special Ed.																					0
Speech/Language Pathology										1		16									17
Visual Disability																4					4
Total Special Education	0	0	62	0	24	0	45	0	0	1	0	16	0	0	0	37	0	0	0	0	185
School Social Worker																					0
School Psychologist																					0
School Counselor						26		26				4									56
Total Pupil Services	0	0	0	0	0	26	0	26	0	0	0	4	0	0	0	0	0	0	0	0	56
Superintendent			5				16					2									23
School Business Manager							1				2					1					4
Principal	17		136			22	35				182	8						22			422
Director of Instruction	6						6				22	1				1					36
Director of Sp. Ed/Pupil Serv.											21					1					22
Total Administrative	23	0	141	0	0	22	58	0	0	0	227	11	0	0	0	3	0	22			507
Grand Totals	127	24	457	158	118	301	210	89	40	31	298	106	49	18	49	109	90	172	19	2465	

Source: Private college reports to DPI

Table 3
University of Wisconsin System Program Completers Without Previous Certification

Assignment	UW-EauClaire	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	Private Totals	Grand Total
Elementary Pk-8	87	87	123	139	193	137	26	112	108	134	89	31	146	1412	762	2176
Agriculture	0	0	0	0	0	0	0	13	19	0	0	0	0	32	0	32
Family & Consumer Ed	0	0	0	3	0	0	0	0	0	17	19	0	0	39	0	39
Technology Education	0	0	0	0	0	0	0	9	0	0	92	0	0	101	1	102
Business Education	0	0	0	0	0	0	0	0	0	0	0	0	28	28	54	82
Marketing Education	0	0	0	0	0	0	0	0	0	0	22	0	1	23	0	23
English/Spch/Thea/Jour	25	16	19	1	40	23	6	6	12	21	0	2	27	198	127	326
Reading	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foreign Language	13	7	4	4	21	8	1	2	5	14	0	1	7	87	36	123
ESL	0	0	0	0	4	1	0	0	0	0	0	0	2	7	0	7
Math	9	6	5	7	9	9	8	10	6	17	0	4	11	101	50	151
Driver Education	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1
Music	25	4	13	26	10	6	2	12	12	8	0	3	12	133	50	183
Physical Education	13	0	77	12	0	21	0	13	22	25	0	5	27	215	59	274
Art Education	4	8	7	18	25	11	2	7	0	0	17	2	17	118	43	161
Science	22	12	21	5	32	9	1	4	26	18	0	4	15	169	67	236
Social Studies	29	24	29	6	31	20	9	14	20	29	0	17	25	253	151	404
Library Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health Education	0	0	13	0	0	0	0	0	4	1	0	2	0	20	1	21
Total Sec./Specialized	140	77	188	82	172	108	29	90	126	150	150	40	173	1525	638	2165
Cog/Lrng/Emot. Dist./Cross Cat.	65	0	0	27	31	80	0	0	0	34	19	4	69	329	110	439
Deaf/Hard of Hearing	0	0	0	0	7	0	0	0	0	0	0	0	0	7	0	7
Early Childhood Special Ed.	10	0	0	0	3	15	0	0	0	1	0	14	5	48	0	48
Speech/Language Pathology	6	0	0	13	10	0	0	0	6	17	0	0	5	57	17	74
Visual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Special Education	81	0	0	40	51	95	0	0	6	52	19	18	79	441	127	568
School Social Worker	0	0	0	27	25	0	0	0	0	0	0	0	0	52	0	52
School Psychologist	6	0	12	4	8	0	0	0	15	0	10	0	24	79	0	79
School Counselor	0	0	0	2	19	17	0	17	28	0	33	7	25	148	32	187
Total Pupil Services	6	0	12	33	52	17	0	17	43	0	43	7	49	279	32	318
Superintendent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Business Manager	0	0	0	0	1	0	0	0	0	0	0	1	17	19	1	20
Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Sp. Ed./Pupil Serv.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Administrative	0	0	0	0	1	0	0	0	0	0	0	1	17	19	1	20
Grand Totals	314	164	323	294	469	357	55	219	283	336	301	97	464	3676	1560	5236

Source: UW System reports to DPI

Table 4
Private College Program Completers Without Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran	Totals Private
Elementary Pk-8	50	14	126	100	29	48	54	44	0	18	51	34	21	10	19	30	66	32	16	762
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Family & Consumer Ed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technology Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Business Education	0	0	0	0	0	40	1	6	0	0	1	0	0	0	0	0	0	7	0	55
Marketing Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
English/Spch/Thea/Jour	5	3	8	8	7	33	13	3	3	2	3	17	4	1	2	3	4	8	0	127
Reading	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foreign Language	1	1	2	2	5	9	1	1	2	0	1	4	1	0	1	0	2	3	0	36
ESL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Math	6	0	2	5	5	7	4	1	0	2	0	3	1	2	5	4	2	1	0	50
Driver Education																				0
Music	4	0	3	5	5	1	0	0	26	0	1	0	1	1	0	6	1	2	0	56
Physical Education	0	0	1	13	13	19	0	0	0	3	0	0	0	1	9	0	0	0	0	59
Art Education	6	0	6	6	0	7	4	0	1	0	2	0	4	0	0	4	0	3	0	43
Science	4	1	1	2	7	26	5	1	2	0	2	1	2	2	2	4	1	3	1	67
Social Studies	4	3	7	8	15	44	12	5	4	5	4	12	0	0	5	4	14	3	2	151
Library Media	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Health Education	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total Sec./Specialized	31	8	27	49	57	186	40	15	38	12	13	37	13	7	24	23	24	31	3	638
Cog/Lrng/Emot. Dist./Cross	0	0	39	0	18	0	32	0	0	0	0	0	0	0	0	21	0	0	0	110
Deaf/Hard of Hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Early Childhood Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Speech/Language Pathology	0	0	0	0	0	0	0	0	0	1	0	16	0	0	0	0	0	0	0	17
Visual Disability	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Special Education	0	0	39	0	18	0	32	0	0	1	0	16	0	0	0	21	0	0	0	127
School Social Worker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Psychologist	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Counselor	0	0	0	0	0	9	0	19	0	0	0	4	0	0	0	0	0	0	0	32
Total Pupil Services	0	0	0	0	0	9	0	19	0	0	0	4	0	0	0	0	0	0	0	32
Superintendent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School Business Manager	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Director of Sp. Ed/Pupil Serv.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Administrative	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
Grand Totals	81	22	192	149	104	243	126	78	38	31	64	91	34	17	43	75	90	63	19	1560

Source: Private college reports to DPI

Table 5
 University of Wisconsin System Program Completers With Previous Certification

Assignment	UW-EauClaire	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	Private Totals	Grand Total
Elementary Pk-8	0	1	1	0	21	1	0	6	1	1	2	0	0	34	36	70
Agriculture				1										1	1	2
Family & Consumer Ed														0	0	0
Technology Education								6			4			10	1	11
Business Education											1			1	1	2
Marketing Education														0	0	0
English/Spch/Thea/Jour	1				4			2						7	10	17
Reading	16		15	10	8	38		10	4	7		3	28	139	200	339
Foreign Language	3			1	9					1				14	6	20
ESL	3		5		8					16			16	48	12	60
Math					5			1						6	0	6
Driver Education											16		4	20	0	20
Music	1				1									2	6	8
Physical Education	1													1	2	3
Art Education	1				1			1						3	4	7
Science					2			1	13	1		2		19	6	25
Social Studies					2			2		2		1		7	10	17
Library Media	8		6	7	20	5						6	32	84	17	101
Health Education			1							29	6		4	40	5	45
Total Sec./Specialized	34	0	27	19	60	43	0	23	17	56	27	12	84	402	281	683
Cog/Lrng/Emot. Dist./Cross Cat.	28		6		6	5		17		22	2	2		88	54	142
Deaf/Hard of Hearing					2									2	0	2
Early Childhood Special Ed.	4				7					5				16	0	16
Speech/Language Pathology														0	0	0
Visual Disability														0	4	4
Total Special Education	32	0	6	0	15	5	0	17	0	27	2	2	0	106	58	164
School Social Worker														0	0	0
School Psychologist	6		2	1							1	1		11	0	11
School Counselor				1	5	6		3	4		10	4		33	24	57
Total Pupil Services	6	0	2	2	5	6	0	3	4	0	11	5	0	44	24	68
Superintendent				16	9	1								36	23	59
School Business Manager														0	3	3
Principal				47	23			20	13				17	120	422	542
Director of Instruction				4	1							5		10	36	46
Director of Sp. Ed./Pupil Serv.				9	4							5		18	22	40
Total Administrative	0	0	0	76	37	1	0	20	13	0	0	37	0	184	506	690
Grand Totals	72	1	36	97	138	56	0	69	35	84	42	56	84	770	905	1675

Source: UW System reports to DPI

Table 6
Private College Program Completers With Previous Certification

Assignment	Alverno College	Beloit College	Cardinal Stritch	Carroll College	Carthage College	Concordia University	Edgewood College	Lakeland College	Lawrence University	Maranatha College	Marian College	Marquette University	Mount Mary College	Northland College	Ripon College	Silver Lake College	St. Norbert College	Viterbo University	Wisconsin Lutheran	Totals Private
Elementary Pk-8	6	0	9	2	0	0	5	2	0	0	5	0	0	0	1	6	0	0	0	36
Agriculture								0												0
Family & Consumer Ed																				0
Technology Education																			1	1
Business Education							1	1												2
Marketing Education																				0
English/Spch/Thea/Jour				3	1		1	1	2			1	1							10
Reading	15		64	1	7	12						1	9	1		6		84		200
Foreign Language							1						4			1				6
ESL		2	6				4													12
Math																				0
Driver Education																				0
Music			3								1					2				6
Physical Education						2														2
Art Education			1			1					1		1							4
Science				1		1	1									1		2		6
Social Studies	2		1			3						2			2					10
Library Media			17																	17
Health Education				2											3					5
Total Sec./Specialized	17	2	92	7	8	19	8	2	2	0	2	4	15	1	5	10	0	87	0	281
Cog/Lrng/Emot. Dist./Cross Cat.			23		6		13									12				54
Deaf/Hard of Hearing																				0
Early Childhood Special Education																				0
Speech/Language Pathology																				0
Visual Disability																4				4
Total Special Education	0	0	23	0	6	0	13	0	0	0	0	0	0	0	0	16	0	0	0	58
School Social Worker																				0
School Psychologist																				0
School Counselor						17		7												24
Total Pupil Services	0	0	0	0	0	17	0	7	0	0	0	0	0	0	0	0	0	0	0	24
Superintendent			5				16					2								23
School Business Manager							1				2									3
Principal	17		136			22	35				182	8						22		422
Director of Instruction	6						6				22	1				1				36
Director of Sp. Ed./Pupil Serv.											21					1				22
Total Administrative	23	0	141	0	0	22	58	0	0	0	227	11	0	0	0	2	0	22	0	506
Grand Totals	46	2	265	9	14	58	84	20	2	0	234	15	15	1	6	34	0	109	0	914

Source: Private college reports to DPI

Comparison of 2002-2003 and 2003-2004 data submitted by educator training institutions indicated a 23.3% increase in the overall number of program completers from 5,607 to 6,911, respectively. These data sets indicate the number of program completers without a previous license increased 20.2%, from 4,355 to 5,236, whereas, the number of completers with previous licensure increased by 33.8%, from 1,252 to 1,675. The previous year, the increase in program completer totals was 15%, while slight decreases in program completer totals occurred both of the previous years.

Analyses of program completer data indicated considerable growth in the number of program completers in several areas. Program completers in Elementary Education increased by 26.3% from 2002-2003 to 2003-2004 (1,777 to 2,224). The number of program completers in Elementary Education also increased the previous year, after decreasing from 1999-2000 to 2001-2002. Elementary Education traditionally has been considered a licensure area of oversupply compared to other areas. Secondary Education had the same percentage increase in program completer totals as Elementary, 26.3%, increasing from 2,253 to 2,846. Increases occurred in licensure areas of oversupply such as Social Studies and Physical Education, as well as in areas of undersupply such as Technology Education and Foreign Language.

Comparison of the total number of program completers in Special Education from 2002-2003 and 2003-2004 indicated an increase of 6.9%, from 685 to 732. The previous year, program completer totals in Special Education increased by 22.5%. This is a licensure area with severe and chronic teacher shortages. The largest increase was in Cross Categorical, a 12.4% increase from 517 to 581, while Speech and Language Pathology totals decreased by 22.1%, from 95 to 74. UW-Milwaukee reported 9 program completers from its Deaf Education program, an increase from 5 the previous year..

Analyses of the number of program completers reported by UW System institutions and private colleges from 2002-2003 to 2003-2004 indicated an increase of 15.2% (3,859 to 4,446) for UW System universities and an increase of 41.0% (1,748 to 2,465) for private colleges. Among UW System institutions, the greatest increases were reported at UW-Green Bay, UW-Whitewater, UW-La Crosse, UW-Superior, and UW Oshkosh. Among private colleges and universities, those with the largest increases in program completer totals were Viterbo, Lawrence, Beloit, Concordia , Mount Mary, and St. Norbert.

One possible explanation for the significant increases in program completer totals was that 2003-2004 was the last licensing year before the new teacher licensing requirements under Wisconsin Administrative Code PI 34 were to be implemented. Completing a program under PI 34 requires passing scores on a Praxis II content examination as well completion of a portfolio. Program completers may have accelerated their studies in an effort to complete requirements in place prior to PI 34.

The following limitations exist in the use of program completers as a single measure of teacher supply:

- An individual who completes a program may or may not apply for a teaching license. For example, individuals may choose to continue their education, take time for travel, or pursue other career avenues rather than apply for a teaching license and/or seek employment as a teacher. It is reasonable to expect program completer totals to overestimate the supply of new teachers.

- These data do not include individuals who complete programs at 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 accurately compare the number of teachers who enter Wisconsin from out-of-state and those who complete programs in the state and leave to teach in another. If a simple comparison is made of the numbers of Wisconsin teacher training institutions with the number in surrounding states, Wisconsin may be expected to be a net exporter of teachers. It may be worth noting that several Wisconsin teacher training programs are near the Minnesota, Iowa or Illinois borders.

- An individual may complete one or more programs and be eligible for a license in each area. In these cases, teacher training institutions report the individual as one program completer even though the individual is eligible for and may obtain two or more licenses. This is done to minimize double-counting individuals. Institutions normally report these individuals in the category in which they are most likely to find employment; therefore, there is a degree of judgment in how program completer totals are reported. For example, a student may complete a dual program in elementary and special education and would therefore be eligible to apply for a license in two areas, but would only be listed as a special education or elementary education program completer.

While use of program completer data has limitations, it can be useful in identifying general trends. Moreover, the use of data from multiple sources such as those included in this report may offer a more complete picture of supply and demand of educational personnel.

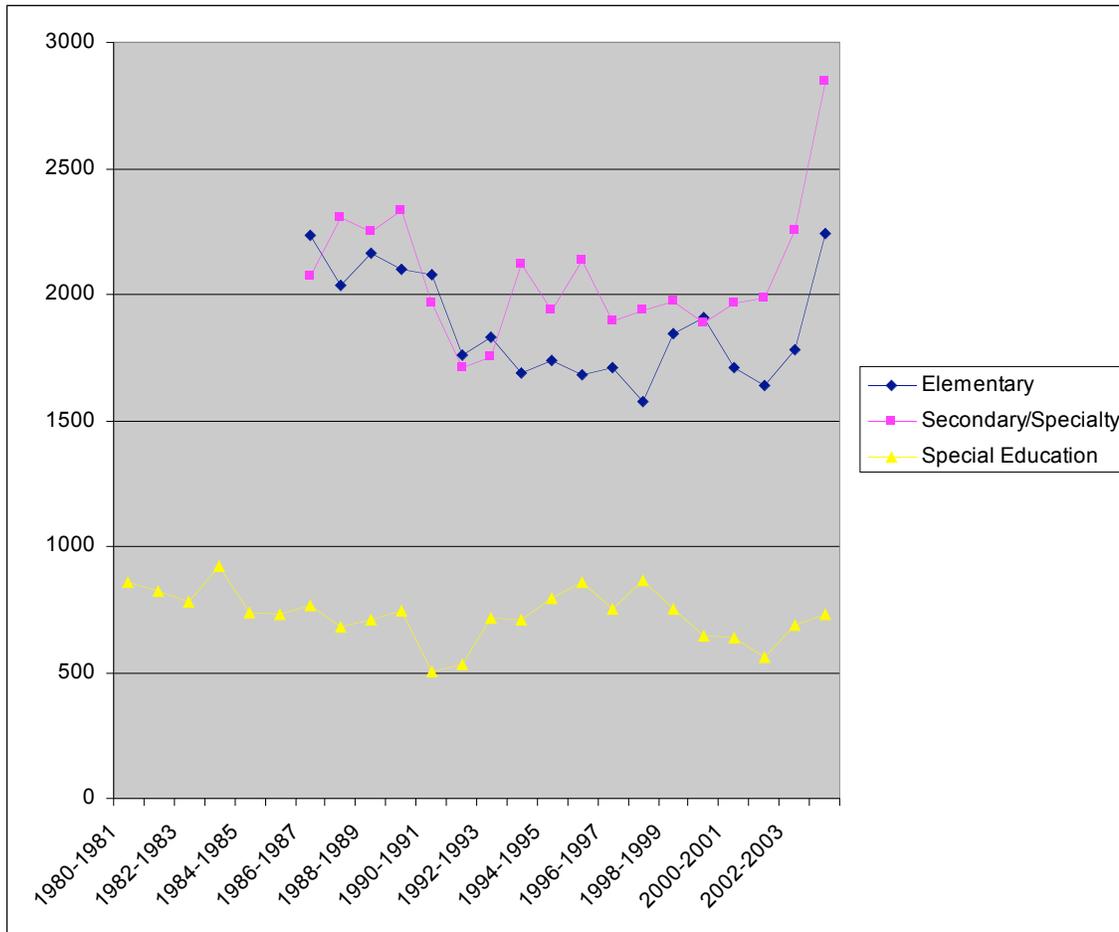
Program completers by major categories from 1980-1981 to 2003-2004 are shown in Table 7 and Figure 1.

Table 7
Program Completers by Major Categories from 1980-81 to 2003-2004

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
2002-2003	1777	2253	685
2003-2004	2224	2846	732

Source: UW System and private college reports to DPI

Figure 1
Program Completers by Major Categories from 1980-81 to 2003-2004



Source: UW System and private college reports to DPI

Attrition

Program completer data can be used as an indicator of the number of persons entering the teacher field, while attrition data can be used as an indicator of those leaving the field. Attrition figures are based on database information school districts annually provide to DPI. Attrition rates are shown in Tables 8 and Figure 2.

Field attrition rates decreased by 1% in general education and showed a very slight decline in special education. While the special education attrition rate was higher than general education from 1989-1990 to 1998-1999, attrition rates have been similar for both fields starting in 1999-2000.

Transfers between special education and general education were similar, with 139 transfers from general education to special education and 131 transfers from special education to general education.

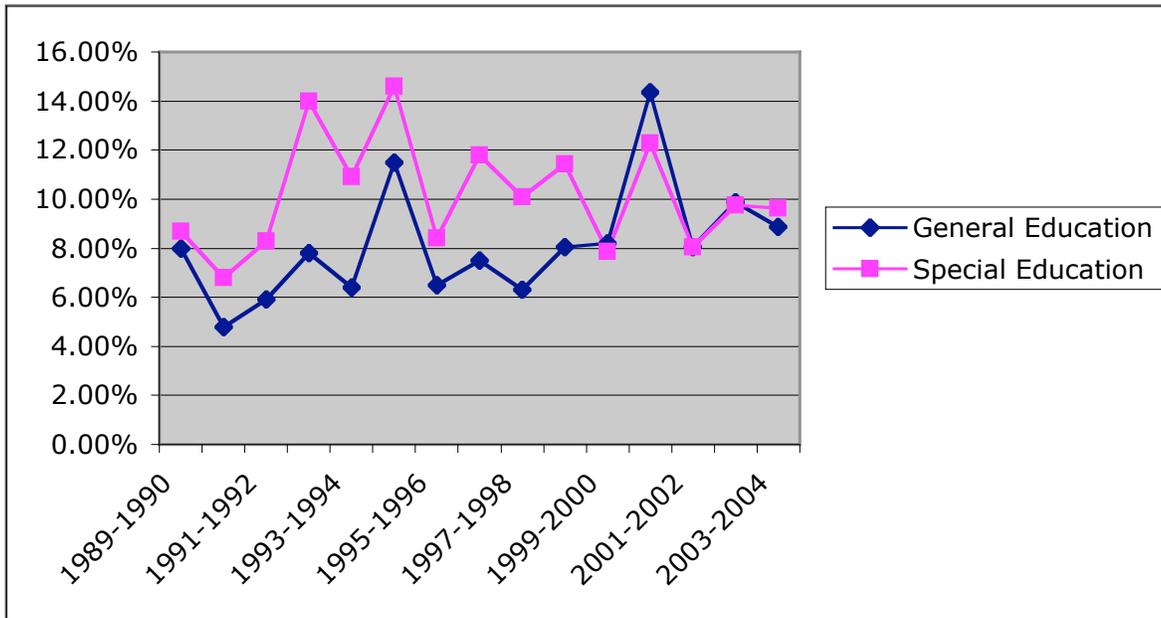
Attrition also was measured based on years of teaching experience. The attrition of teachers from those teaching in a Wisconsin public school during the 2003-4 school year who were no longer teaching in a Wisconsin public school for the 2004-5 school year was as follows: 1 year or less, 16.3%; 1 to 5 years, 9.4%; 5 to 10 years, 7.0%; 10 to 15 years, 5.0%; 15 to 20 years, 5.2%; 20 to 25 years, 5.5%; 25 to 30 years, 6.7%; and more than 30 years, 19.1%.

Table 8
Field Attrition Rates 1989-2004

SchoolYear	General Education	Special Education
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	8.05%	11.43%
1999-2000	8.19%	7.87%
2000-2001	14.36%	12.27%
2001-2002	8.05%	8.04%
2002-2003	9.87%	9.76%
2003-2004	8.87%	9.64%

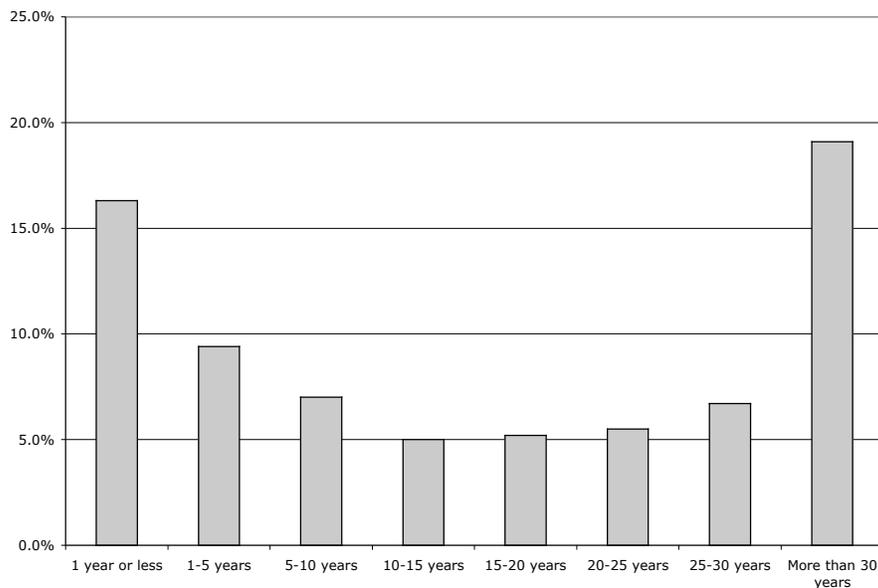
Source: Figures school officials reported to DPI.

Figure 2
Chart of Field Attrition Rates , 1989-2004



Source: Figures school officials reported to DPI.

Figure 3
Chart of Attrition Rates by Years of Total Experience



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 2005. 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.

The total number of surveys sent in the first mailing was 443. A second mailing and phone contacts followed to districts that did not respond. Responses were received from 284 of the 443 school districts or CESAs, a 64% return rate.

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 2004-2005 school year. The ratio was calculated by dividing the number of applicants by the number of vacancies. Data are shown in Table 9.

Table 9
Ratio of Applicants to Vacancies for 2004-2005

Licensure/Subject Areas	Total Vacancies	Total Applicants	Ratio of Applicants to Vacancies
Visual Impairment	9	6	0.67
Drivers Education	3	4	1.33
Deaf/Hearing Impairment	10	25	2.50
Speech/Language Pathologist	78.1	296	3.79
Physical Therapist/Occupational Therapist	11	47	4.27
ESL/Bilingual	120	541	4.51
School Nurse	10	59	5.90
Family/Consum Education	49.3	313	6.35
Agriculture	14.25	95	6.67
Early Childhood Special Education	29.6	209	7.06
Cross Categorical	218.9	1600	7.31
Emotional Behavioral Disability	73	548	7.51
Library/Media	38.6	341	8.83
Reading Specialist	48.8	431	8.83
Technology Education	64.5	573	8.88
School Psychologist	42.5	390	9.18
School Social Worker	14.1	135	9.57
Foreign Language	124.64	1208	9.69
Director of Special Education	23	246	10.70
Physics	9	104	11.56
Cognitive Disability	40	479	11.98
Chemistry	19.5	264	13.54
Business Education	39.75	593	14.92
Earth Science	8.5	127	14.94
Learning Disability	74.5	1131	15.18
Music	106.5	1641	15.41
Curriculum Director	7.5	122	16.27
Superintendent	26.25	466	17.75
English/Speech/Theater/Journalism	202.93	3659	18.03
Mathematics	136.9	2673	19.53
Elementary	1237.1	25202	20.37
Biology	33.8	735	21.75
Health Education	11	245	22.27
School Counselor	83.8	2009	23.97
Art	66	1806	27.36
General Science	72	2099	29.15
Principal	94.5	2774	29.35
Physical Education	90.57	3418	37.74
Early Childhood/Kindergarten	160	6635	41.47
Social Studies	111.17	6510	58.56

Source: Written survey of public school district officials

As in previous years, there was a significant correlation between the applicants to vacancies ratio data and supply rating rankings. Analysis revealed a correlation of 0.85 between the two data sets. Further analyses included a comparison between 2003-2004 and 2004-2005 applicant to vacancy ratios. The range of applicant to vacancy ratios was greater across licensure/subject areas for 2004-2005 compared to 2003-2004. Last year's ratios ranged from 1.82 to 39.63, while the range was 0.67 to 58.56 for 2004-2005. The range also increased the previous year. In comparison, the lowest ratio in 2001-2002 was 1.5 and the highest was 19.82. When licensure/subject areas were ranked based on applicant to vacancy ratios (highest to lowest), results were similar from 2003-2004 to 2004-2005.

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.

Supply Rating

To assess school district administrators' perceptions of teacher supply in various certification areas, respondents rated teacher supply for licensure/subject areas in which the district had at least one vacancy for 2004-2005. Ratings were based on the 5-point Likert scale below:

Extreme
Shortage
1

Slight
Shortage
2

Supply Normal
to Demand
3

Slight
Oversupply
4

Extreme
Oversupply
5

Average ratings were calculated for each area. Averages were calculated by dividing the sum of ratings for each area by the number of districts that submitted a rating. Table 13 includes a complete listing of average ratings across licensure/subject areas.

Table 10
Average Supply Rating Across Licensure/Subject Areas for 2004-2005

Licensure/Subject Areas	Average Rating of Supply
Visual Impairment	1.20
Deaf/Hearing Impairment	1.25
Speech/Language Pathologist	1.32
ESL/Bilingual	1.35
Physics	1.40
Chemistry	1.50
Physical Therapist/Occupational Therapist	1.50
Emotional Behavioral Disability	1.55
Reading Specialist	1.56
Early Child Special Education	1.62
Drivers Education	1.75
Library/Media	1.76
Family/Consumer Education	1.78
Cognitive Disability	1.79
Director of Special Education	1.82
Foreign Language	1.85
Cross Categorical	1.90
Technology Education	1.98
School Psychologist	2.00
School Nurse	2.13
School Social Worker	2.20
Earth Science	2.22
Agriculture	2.33
Superintendent	2.36
Mathematics	2.36
Curriculum Director	2.43
Learning Disability	2.43
Business Education	2.44
Music	2.49
Biology	2.67
Health Education	2.67
English/Speech/Theater/Journalism	2.80
General Science	2.92
Principal	3.03
School Counselor	3.06
Art	3.10
Early Childhood/Kindergarten	3.59
Physical Education	3.72
Social Studies	4.03
Elementary	4.42

Source: Written survey of public school district officials

Supply ratings ranged from 1.20 to 4.42 on the 5-point scale. The overall mean supply rating was 2.26, compared to the previous year's figure of 2.15. The comparison suggests that district officials may perceive a slight increase in teacher supply. However, ratings indicate respondents believe there is generally a slight shortage in teacher supply relative to demand.

Mean supply ratings of individual certification areas were compared to the overall mean of 2.26 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 1.425. Extreme undersupply areas included: Deaf/Hearing Impaired, ESL/Bilingual, and Drivers Education. Slight undersupply certification areas had mean ratings from 1.425 to 1.787. These areas were Emotional Behavioral Disability, PT/OT, Visually Impaired, Early Childhood/Kindergarten, Early Childhood Special Education. Library/Media, Cognitive Disabilities, Physics, Cross Categorical Special Education, School Nurse, Speech/Language Pathologist, Family/Consumer Education, and Foreign Language.

Certification areas categorized as average supply had mean ratings of 1.787 to 2.514. These areas included: Technology Education, Chemistry, School Psychologist, School Social Worker, Learning Disabilities, Reading Specialist, Agriculture, Business Ed., Director of Special Education, Superintendent, Earth Science, Music, Math, and Biology.

Numerous certification areas were categorized as oversupply. Areas of slight oversupply had mean ratings of 2.514 to 2.877. These areas included General Science, Curriculum Director, Art, and School Counselor. Several certification areas were categorized as extreme oversupply. The mean supply ratings for these areas were 2.877 and above. These certification areas included: Principal, Health Education, English/Language Arts, Physical Education, Social Studies, and Elementary.

Teacher supply ratings across certification areas have shown consistency in recent years. Elementary Education, Physical Education, and Social Studies 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, Library/Media, Physics, Family/Consumer Education, Foreign Language, and Technology continue to have the lowest mean ratings compared to other undersupply areas.

Supply ratings and weighted supply ratings (based on school district populations) were compared in 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. Weighted ratings give more impact to Milwaukee, but lessen the impact of smaller districts, thus offsetting the weighting effect on the ratings.

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, data are incomplete, in that, approximately 18% of districts did not respond to the survey. 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.

Emergency Licenses

Emergency license data provide an avenue to examine supply and demand of educational personnel across licensure/subject areas. It is reasonable to believe 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. Thus, trends in emergency license data may reflect the extent to which teacher supply meets the demand in specific areas. Wisconsin's Department of Public Instruction issues emergency licenses to individuals when school districts cannot find a licensed candidate to fill a vacancy or when justified by certain extenuating circumstances. There are two types of emergency licenses. One is for individuals who hold certification in a specific 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 who do not have a teaching certification. Table 11 includes total emergency licenses in both categories issued for the 2004-2005 school year. Recent trends for the number of emergency licenses are displayed in Table 12.

Table 11

Emergency License Totals, 2004-2005

License Categories	1-Year Special Licenses			1-Year Permits			Grand Total
	(Teaching out-of-area)			(Bachelor Degree but no Certification)			
	New	Renewal	Total	New	Renewal	Total	
Elementary Education PreK-8	35	17	52	63	22	85	137
Elementary Bilingual Education Prek-8	57	67	124	45	30	75	199
Total Elementary Education	92	84	176	108	52	160	336
Agriculture	1	1	2	1	0	1	3
Family/Consumer Education	11	0	11	3	2	5	16
Technology Education	7	9	16	4	18	22	38
Business Education	6	5	11	5	16	21	32
Marketing Education	2	0	2	0	0	0	2
English/Journalism/Speech/Theater	14	18	32	14	5	19	51
Reading	65	29	94	2	1	3	97
Foreign Language	23	15	38	25	20	45	83
ESL	51	35	86	9	9	18	104
Secondary Bilingual Education	12	22	34	5	9	14	48
Math/Computer Science	15	7	22	16	15	31	53
Driver Education	9	4	13	0	0	0	13
Music K-12	10	7	17	2	4	6	23
Physical Education	4	4	8	2	0	2	10
Health	11	8	19	1	1	2	21
Art K-12	2	2	4	1	3	4	8
Science	40	11	51	11	13	24	75
Social Studies	22	6	28	13	0	13	41
Library Media	8	12	20	1	5	6	26
Total Secondary/Middle	313	195	508	115	121	236	744
Cross Categorical	106	62	168	90	100	190	358
Hearing	1	5	6	1	4	5	11
Cognitive Disability	21	29	50	9	13	22	72
Early Childhood Special Education	33	26	59	10	12	22	81
Learning Disability	35	62	97	10	21	31	128
Speech/Language Pathologist	1	2	3	9	4	13	16
Visual Disability	0	7	7	0	2	2	9
Emotional Behavioral Disability	39	87	126	22	56	78	204
Total Special Education	236	280	516	151	212	363	879
Pupil Services							
School Counselor	3	4	7	1	4	5	12
Social Worker	0	0	0	3	2	5	5
School Psychologist	0	1	1	0	1	1	2
Total Related Services	3	5	8	4	7	11	19
Grand Total	644	564	1208	378	392	770	1978

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Table 12

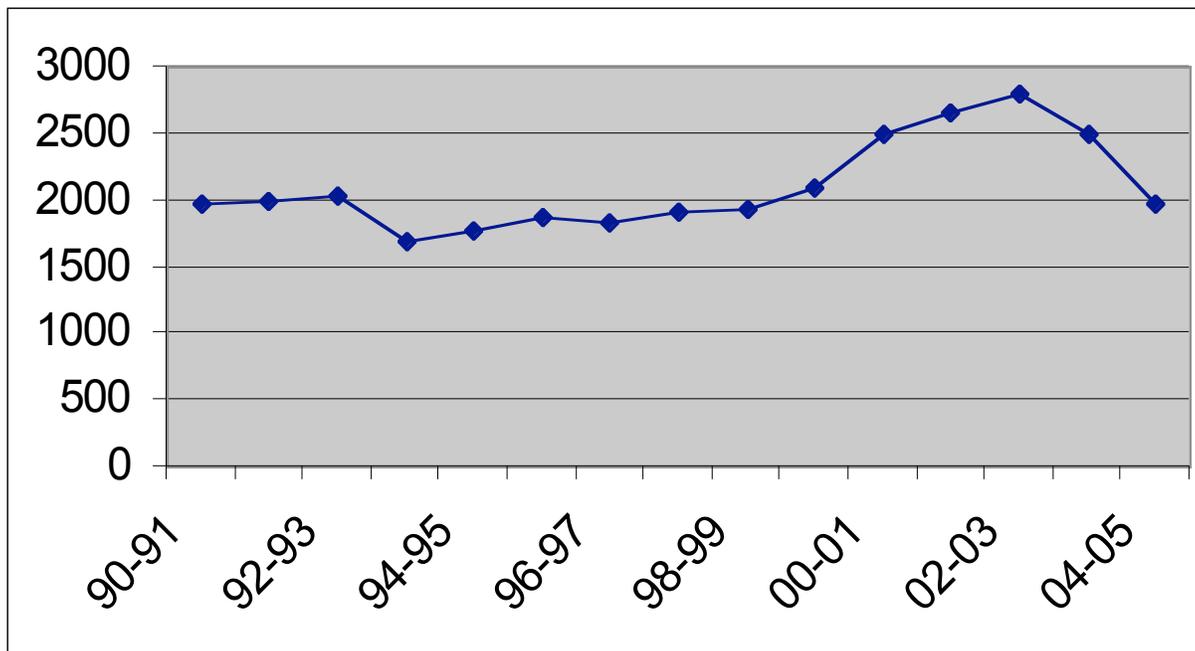
Number of Initial and Renewal Emergency Licenses Issued From 1990-2004

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	03-04	04-05
Elementary															
Elementary/Early Childhood	100	102	104	95	109	123	110	110	126	132	267	223	262	107	137
Elementary Bilingual Education PreK-8 (new category in 2003-2004)														154	199
Elementary Total	100	102	104	95	109	123	110	110	126	132	267	223	262	261	336
Middle/High School															
Science	48	49	65	69	71	63	78	83	89	84	119	118	151	100	75
English/Journalism/Speech/Theater	24	24	16	22	25	30	37	44	51	64	59	64	58	67	51
Math/Computer Science	30	32	29	26	29	37	36	44	43	69	94	85	90	73	53
Social Studies	56	48	57	41	38	31	38	42	29	35	36	29	47	27	41
Middle/High School Total	158	153	167	158	163	161	189	213	212	252	308	296	346	267	220
Special Fields															
Agriculture	1	2	2	3	2	3	4	4	4	11	3	8	8	2	3
Art (K-12)	11	11	14	7	7	11	11	12	14	8	11	11	9	14	8
Business Education	2	4	9	4	5	4	5	12	30	36	29	40	44	42	32
Family/Consumer Education	16	5	17	23	12	3	6	9	9	15	9	17	15	16	16
Foreign Language	51	47	64	61	52	44	58	78	76	78	88	99	96	109	83
Marketing Education	3	1	2	4	1	2	2	3	4	4	4	2	4	2	2
Music (K-12)	30	29	23	21	30	16	30	34	52	56	61	75	62	52	23
Physical Education	8	8	5	10	9	9	10	11	11	18	13	17	15	12	10
Technology Education	9	10	11	11	23	27	42	55	45	69	74	60	71	49	38
Special Fields Total	131	117	147	144	141	119	168	218	245	295	292	329	324	298	215
Specialized Personnel															
ESL	88	78	79	59	64	63	60	72	98	102	100	145	143	107	104
Bilingual Education	55	87	91	N/A	86	85	83	91	67	86	137	150	162	96	48
Driver/Safety Education	20	19	21	22	12	31	36	41	35	28	30	29	28	17	13
Health	29	23	23	15	23	18	19	21	16	22	27	28	29	29	21
Library Media	30	37	32	26	24	28	39	52	54	64	90	92	84	57	26
Reading	154	163	173	162	154	136	125	159	148	136	151	133	133	94	97
School Counselor	50	42	40	35	41	52	50	54	51	57	17	30	19	16	12
Social Worker	18	7	8	N/A	11	12	5	9	10	8	6	8	5	12	5
School Psychologist	0	0	2	N/A	12	10	7	2	3	4	6	5	2	3	2
Specialized Personnel Total	444	456	469	319	427	435	424	501	482	507	564	620	605	431	328
Special Education															
Cross Catagorical												69	144	195	358
Hearing	1	2	4	3	4	6	3	2	9	10	7	3	10	15	11
Cognitive Disability	78	76	84	89	98	110	104	123	143	126	169	159	160	178	72
Early Childhood Special Education	75	91	102	80	62	63	58	43	47	51	64	57	71	60	81
Learning Disability	354	338	354	252	224	245	225	243	250	278	373	418	387	341	128
Speech/Language Pathologist	41	39	30	27	37	53	56	58	42	39	25	23	20	19	16
Visual Disability	5	2	4	2	1	5	8	5	5	7	0	3	8	12	9
Emotional Behavioral Disability	595	619	561	521	511	551	486	404	373	394	430	449	452	413	204
Total Special Education	1149	1167	1139	974	937	1033	940	878	869	905	1068	1112	1252	1233	879
Total Emergency Licenses	1982	1995	2026	1690	1777	1871	1831	1920	1934	2091	2499	2649	2798	2490	1978

Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

Figure 4

Number of Initial and Renewal Emergency Licenses Issued From 1990-2004



Source: Teacher Licensing Team, Wisconsin Department of Public Instruction

The 2004-2005 school year marked the second consecutive decline in the total number of emergency licenses issued. Emergency license totals had increased every year from 1996-1997 through 2001-2002. The total emergency licenses issued decreased by 20.6%, from 2,490 in 2003-2004 to 1,978 in 2004-2005. The total decreased by 12.4% the previous year. Yearly increases in emergency license totals from 1996-1997 to 2001-2002 ranged from 5% to almost 20%.

For 2004-2005, increase in emergency license totals occurred in Elementary / Early Childhood and Elementary Bilingual. The greatest decreases were in the areas of Specialized Personnel (-37.9%), Middle / High school (-28.7%), Special Education (-28.7%), and Special Fields (-27.9%).

As previously mentioned, 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.

Limitations exist with 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 due to the specific terms of employment 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.

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

- In 2000-2001, much of the increase for Elementary and Early Childhood was due to an innovative/experimental program for Milwaukee Public Schools.
- In 2000-2001 much of the decrease in school Speech and Language Pathologist emergency licenses was due to changes in Medicare funding that caused a shift of employment from the private sector to public schools.
- In 2000-2001 much of the decrease in School Counselor emergency licenses were due to DPI changes in Chapter PI 34.

Critical Shortage Areas

The survey mailed to all school districts included the following open-ended 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?" A total of 254 school districts of the districts that returned surveys responded to the question. Results are shown in Table 13. 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 – General, Mathematics, General Science, Technology Education, and Foreign Language.

Table 13
Critical Shortage Areas

Licensure/Subject Area	Frequency	Percent
Special Education - General	119	46.9%
Mathematics	103	40.5%
General Science	88	34.6%
Technology Education	73	28.7%
Foreign Language	40	15.7%
ESL	24	9.4%
Family/Consumer Education	20	7.9%
Chemistry	18	7.1%
Reading Specialist	15	6.0%
Physics	15	5.9%
Business Education	14	5.5%
Library/Media	13	5.1%
Speech/Language Pathologist	13	5.1%
Emotional Behavioral Disability	12	4.7%
Music	11	4.3%
English/Speech/Theater/Journalism	10	4.0%
Agriculture	8	3.1%
Principal	7	2.8%
Biology	7	2.8%
School Psychologist	6	2.4%
Director of Special Education	5	2.0%
Physical Therapist/Occupational Therapist	5	2.0%
School Counselor	4	1.6%
Cognitive Disability	3	1.2%
Early Childhood Special Education	3	1.2%
Early Childhood/Kindergarten	3	1.2%
Superintendent	2	0.8%
Earth Science	1	0.4%
Art	1	0.4%
Computer Science	1	0.4%
Deaf/Hearing Impairment	1	0.4%
Health Education	1	0.4%
Learning Disability	1	0.4%
School Nurse	1	0.4%
Visual Impairment	1	0.4%
Cross Categorical	0	0.0%
Curriculum Director	0	0.0%
Drivers Education	0	0.0%
Elementary	0	0.0%
Physical Education	0	0.0%
School Social Worker	0	0.0%
Social Studies	0	0.0%

Source: Written survey of public school district officials

State Budget Effects

Hiring

The first question concerning the state budget was “Have the state budget difficulties affected hiring practices for the upcoming school year?” A total of 239 districts responded to this question (the overall survey was completed by 284 of the 443 school districts, but not all responded to the narrative questions). Responses were compiled and included in Appendix C. It is possible for the school district responses to include effects across multiple categories. As a result, organization or school districts into response categories may have limited reliability.

Responses were organized into four categories:

1. Severe Effect

116 districts or 48.5% were included in this category.

Effects included anticipated teacher layoffs and program cuts. Districts in this category indicated they expected 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 teacher with less experience to reduce costs.

2. Moderate Effect

43 districts or 18% were included in this category.

Effects included a hiring freeze, delayed hiring, and selective hiring. Districts in this category indicated they anticipated delaying hiring until firmer budget numbers were available. Districts in this category also expected that they might be more selective in hiring, in that, only essential vacancies would be filled.

3. Mild Effect

29 districts or 12.1% were included in this category.

Effects included budget cuts to maintain staff, delayed hiring of new staff, inability to plan efficiently, salary freezes, and a need to hire less qualified staff. Districts in this category also indicated an intention to proceed with nearly normal hiring practices through utilizing certain steps, such as hiring teachers with less experience.

4. No Effect

51 districts or 21.4% were included in this category.

Effects in this category included the identification of no current apparent affect. Some districts indicated an anticipation of unspecified affects in the future.

Attrition/Retirement

The second question concerning the state budget was “Have the state budget difficulties had an affect on staff attrition/ retirement in your district?” A total of 244 districts responded to this question. Responses were compiled and included in Appendix C.

Responses were organized into four categories:

1. Not Retiring or Transferring
51 districts or 21% were included in this category.
2. Are Leaving
22 districts or 9% were included in this category.
3. Laying Off or Not Filling Positions
28 districts or 11.5% were included in this category.
4. No Effect
18 districts or 7.4% were included in this category.

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 sixth consecutive year a survey of program completers was conducted. Surveys were mailed to program completers from Wisconsin teacher training institutions. Lists of program completers for the 2003-2004 academic year were solicited from teacher training institutions in the state. Ten percent of program completers were randomly selected from lists provided. In addition to 2003-2004 program completers, individuals surveyed in the previous four 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 C 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. 2003 and August 2004
- Completed a program at a four-year institution in the University of Wisconsin system or a four-year private college in the state.

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

Surveys of 2003-2004 program completers were completed and returned by 51.2% of those surveyed. Return rates have decreased in recent 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 a valid assumption, actual employment rates may be lower than those indicated by survey returns.

Surveys indicated that nearly 75% of recent program completer respondents held full-time teaching positions in Wisconsin. Of individuals reportedly in full-time teaching positions in the state, 69.6% were in public schools and 4.3% in private schools. Nearly 8% of respondents indicated that they were employed out of state in full-time teaching positions. Surveys indicated that 15.7% of respondents were employed as part-time or substitute teachers, 7.0% and 8.7% respectively. The percentage of respondents not teaching was 2.6%.

A comparison of 2003-2004 program completer respondents to 2002-2003 respondents indicated an increase in the percentage reporting full-time employment status. Respondents employed full-time at public state schools increased from 53.0% in 2002-2003 to 69.6% in 2003-2004. Whereas, the percentage of respondents that reported their status as employed full-time in a private in state school remained at 4.3% across both years. In contrast, those reporting their status as full time, out of state teachers decreased from 11.4% to 7.8% for the respective years. Continued analyses indicated total part-time teachers increased from 3.0% to 7.0%, substitute teachers decreased from 10.2% to 8.7%, and a substantial decrease in those not teaching, from 18.1% to 2.6% from 2002-2003 to 2003-2004 respectively.

Limitations should be noted in these 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.

It should be noted that the return rate for each cohort of program completers surveyed decreases over time. This in part can be attributed to a decrease in the number of valid addresses for respondents with each succeeding year. Simply stated, portion of the sample relocates each year. Despite these limitations, proportions across various teaching categories have remained fairly consistent from year to year.

Table 14

Employment Status of 2003-2004 Program Completers by Percentage

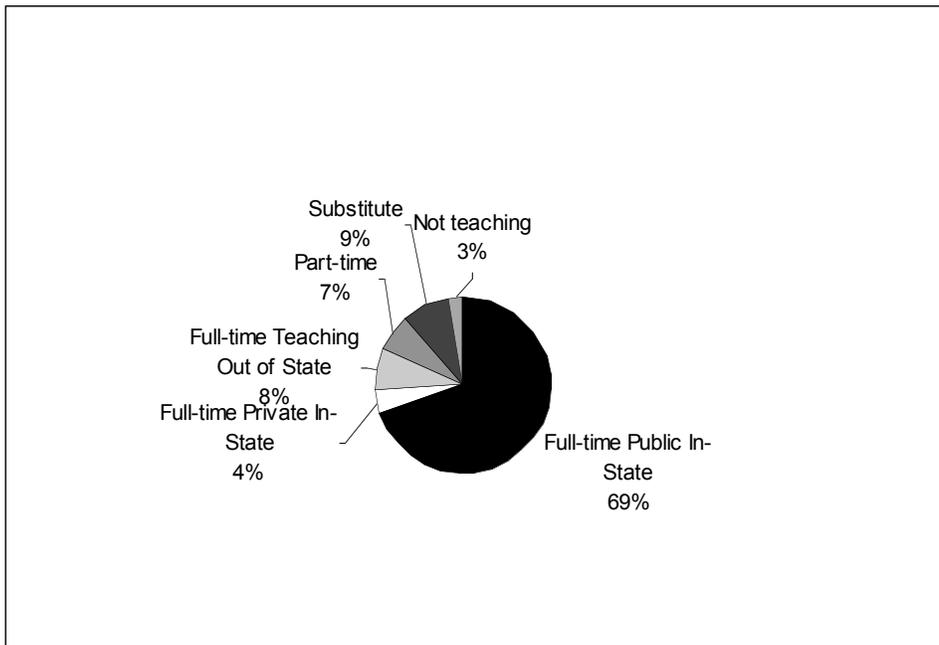
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	23	2	0	3	5	1	34
Secondary	19	1	5	3	0	0	28
Special Ed	16	0	2	1	1	0	20
Dual	0	0	0	0	0	0	0
Administrator	7	0	0	0	0	0	7
Specialized K-12	15	2	2	1	4	2	26
Total	80	5	9	8	10	3	115
Percent	69.6%	4.3%	7.8%	7.0%	8.7%	2.6%	100.0%

(return rate= 115/224, 51.3%)

Source: Written survey of program completers

Figure 5

Employment Status of 2003-2004 Program Completers by Percentage



Source: Written survey of program completers

Table 15

Employment Status of 2002-2003 Program Completers by Percentage

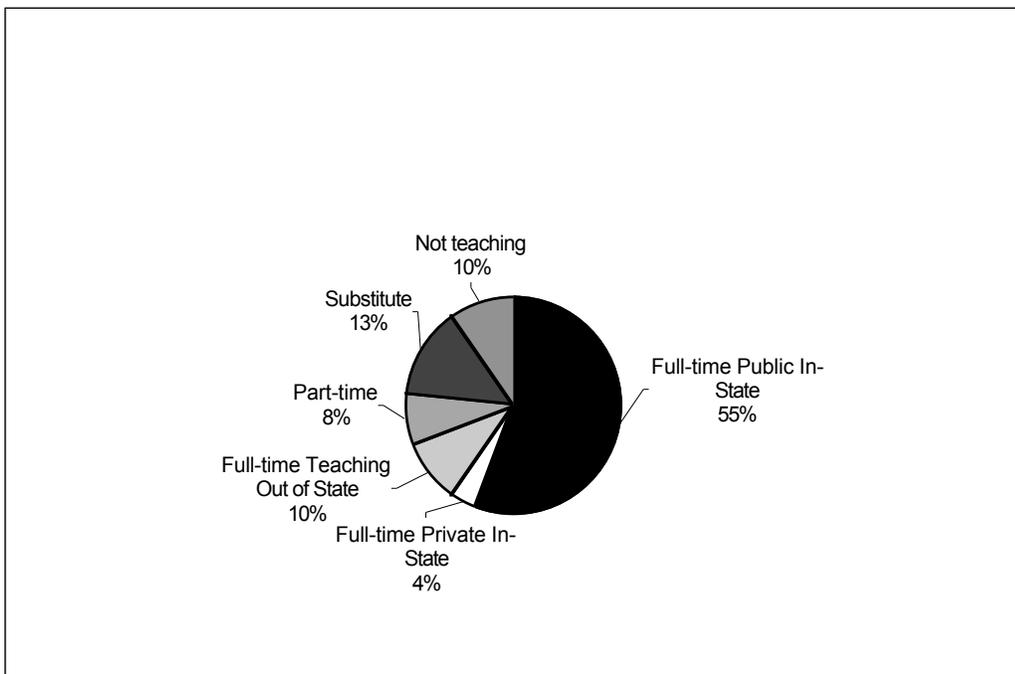
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	6	0	1	2	4	1	14
Secondary	6	1	2	0	1	1	11
Special Ed	12	0	0	0	0	0	12
Dual	0	0	0	0	0	1	1
Specialized K-12	5	1	2	2	2	2	14
Administrator	0	0	0	0	0	0	0
Total	29	2	5	4	7	5	52
Percent	55.8%	3.8%	9.6%	7.7%	13.5%	9.6%	100.0%
One year earlier	59.3%	4.1%	2.8%	3.4%	11.7%	18.6%	100.0%

(return rate= 52 / 135, 38.5%)

Source: Written survey of program completers

Figure 6

Employment Status of 2002-2003 Program Completers by Percentage



Source: Written survey of program completers

Table 16

Followup Survey of Employment Status of 2001-2002 Program Completers

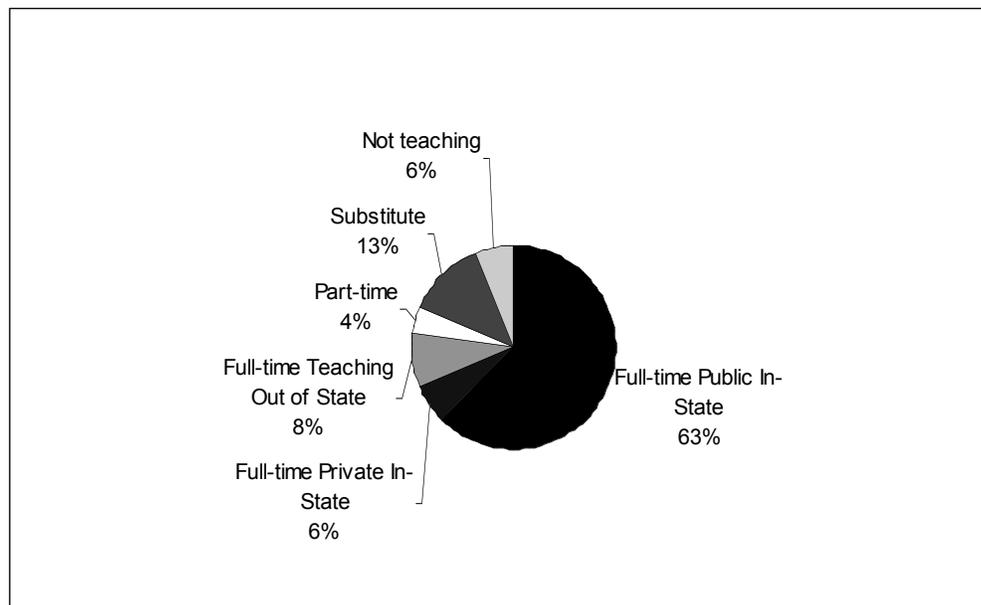
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	9	1	1	1	4	2	18
Secondary	9	1	2	0	1	0	13
Special Ed	8	0	0	0	0	0	8
Dual	0	0	0	0	1	0	1
Administrator	0	0	0	0	0	0	0
Specialized K-12	4	1	1	1	0	1	8
Total	30	3	4	2	6	3	48
Percent	62.5%	6.3%	8.3%	4.2%	12.5%	6.3%	100.0%
One year earlier	70.2%	0.0%	4.3%	6.4%	8.5%	10.6%	100.0%
Two years earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%

(return rate= 48 / 142, 33.8%)

Source: Written survey of program completers

Figure 7

Followup Survey of Employment Status of 2001-2002 Program Completers



Source: Written survey of program completers

Table 17

Followup Survey of Employment Status of 2000-2001 Program Completers

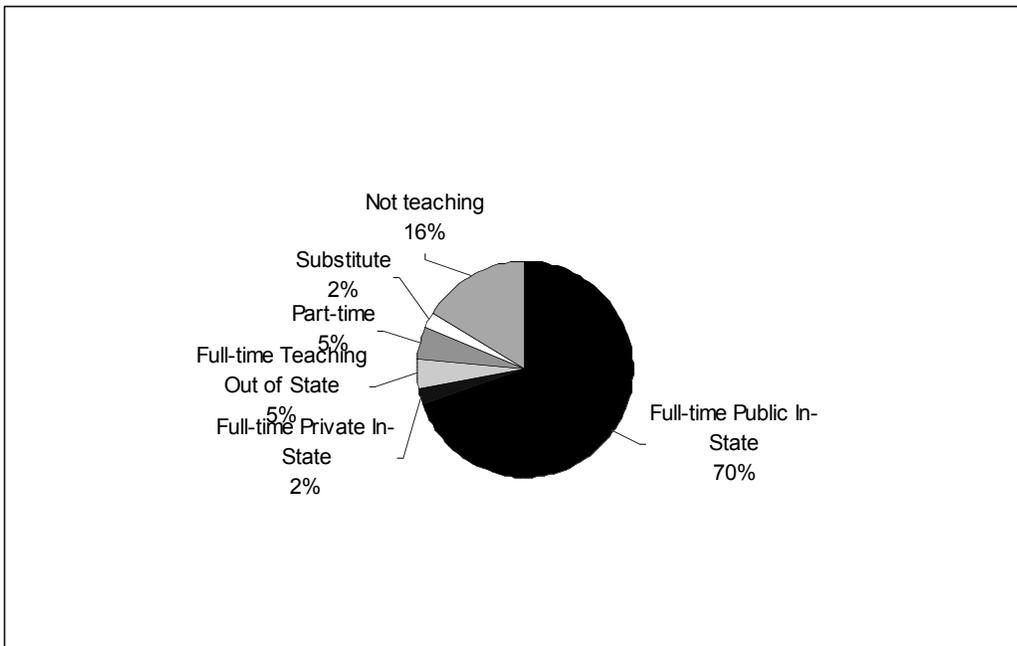
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	6	0	1	1	0	3	11
Secondary	10	1	1	0	0	1	13
Special Ed	7	0	0	1	0	0	8
Dual	0	0	0	0	0	1	1
Administrator	1	0	0	0	0	0	1
Specialized K-12	6	0	0	0	1	2	9
Total	30	1	2	2	1	7	43
Percent	69.8%	2.3%	4.7%	4.7%	2.3%	16.3%	100.0%
One year earlier	71.4%	2.9%	2.9%	5.7%	5.7%	11.4%	100.0%
Two years earlier	68.6%	5.7%	5.7%	4.3%	5.7%	10.0%	100.0%
Three years earlier	70.2%	6.9%	7.6%	6.1%	2.3%	6.9%	100.0%

(return rate= 43/93, 46.2%)

Source: Written survey of program completers

Figure 8

Followup Survey of Employment Status of 2000-2001 Program Completers



Source: Written survey of program completers

Table 18

Followup Survey of Employment Status of 1999-2000 Program Completers

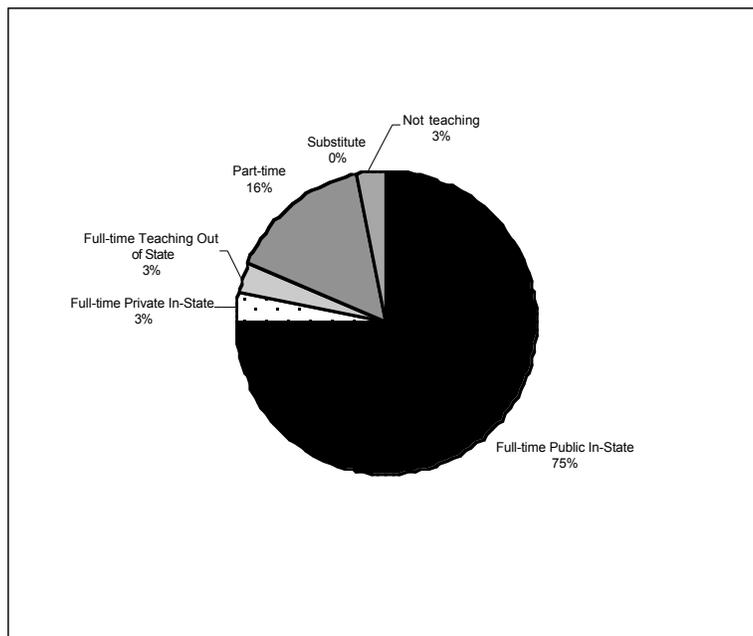
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not teaching	Total
Elementary	6	0	0	1	0	0	7
Secondary	6	1	0	1	0	0	8
Special Ed	4	0	0	1	0	1	6
Administrators	0	0	0	0	0	0	0
Dual	0	0	0	0	0	0	0
Specialized K-12	8	0	1	2	0	0	11
Total	24	1	1	5	0	1	32
Percent	75.0%	3.1%	3.1%	15.6%	0.0%	3.1%	100.0%
One year earlier	76.7%	6.7%	3.3%	6.7%	0.0%	6.7%	100.0%
Two years earlier	73.0%	2.1%	10.4%	8.3%	2.1%	4.2%	100.1%
Three years earlier	67.4%	4.2%	13.7%	5.2%	2.1%	7.4%	100.0%
Four years earlier	62.4%	5.4%	14.1%	3.4%	4.7%	10.0%	100.0%

(return rate = 32 / 67, 47.8%)

Source: Written survey of program completers

Figure 9

Followup Survey of Employment Status of 1999-2000 Program Completers



Source: Written survey of program completers

Table 19

Followup Survey of Employment Status of 1998-1999 Program Completers

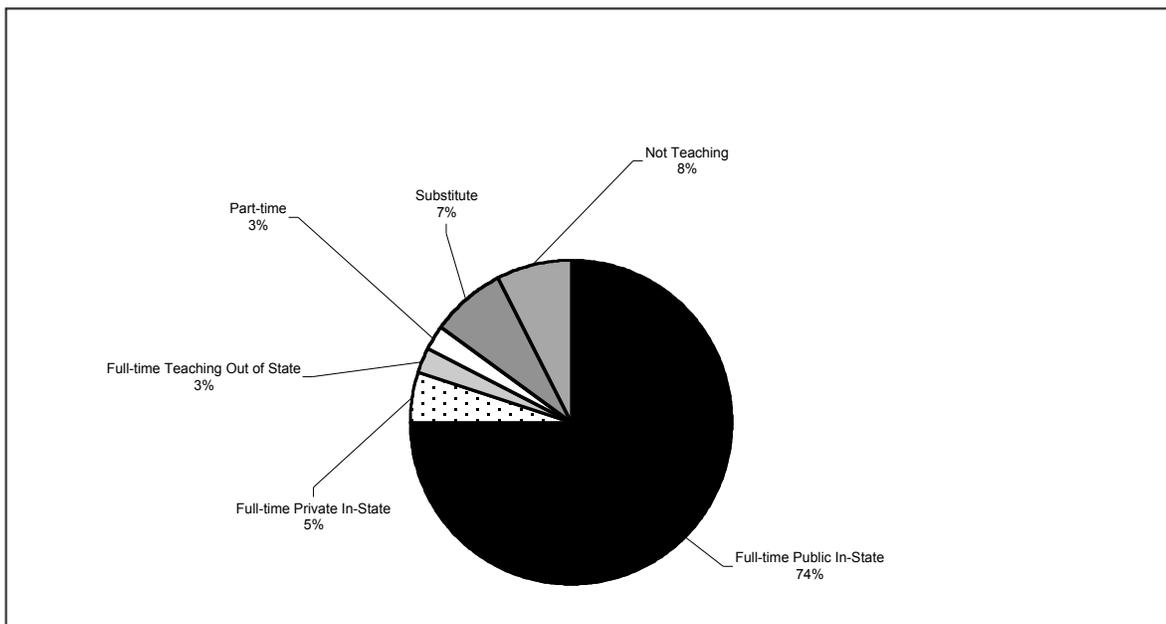
	Full-time Public In-State	Full-time Private In-State	Full-time Teaching Out of State	Part-time	Substitute	Not Teaching	Total
Elementary	13	2	0	0	1	1	17
Secondary	8	0	1	0	0	1	10
Special ed.	5	0	0	0	0	0	5
Dual	0	0	0	0	1	1	2
Administrators	0	0	0	0	0	0	0
Specialized K-12	4	0	0	1	1	0	6
Total	30	2	1	1	3	3	40
Percent	75.0%	5.0%	2.5%	2.5%	7.5%	7.5%	100%
One year earlier	76.3%	5.3%	10.5%	0.0%	5.3%	2.6%	100%
Two years earlier	79%	4%	8%	2%	4%	2%	100%
Three years earlier	77%	4%	8%	5%	1%	5%	100%
Four years earlier	74%	2%	11%	7%	2%	3%	99%
Five years earlier	61%	5%	12%	8%	10%	5%	101%

(return rate = 40 / 64, 62.5%)

Source: Written survey of program completers

Figure 10

Followup Survey of Employment Status of 1998-1999 Program Completers



Source: Written survey of program completers

Employment Outlook Across Selected License/Subject Areas

Ratings of employment outlook across selected license/subject areas are included in this section. Ratings are 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 0.85 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 is a less desirable measure because it may inflate the supply of available teachers, in that 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 (2.1395) for ratings of supply. Second, the standard deviation was calculated for the data set (1.011). Third, an initial interval of 0.5 standard deviations 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 20 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 2004-2005 positions as reported by school district to DPI. In general, these measures appear to be congruent across license/subject areas.

Supply ratings are shown by CESA area because geographical variations exist in teacher supply and demand data and these give an indication of supply ratings in different parts of the state.

Table 20
Categories and Criteria for Employment Outlook

Category	Criteria	Licensure/Subject Areas
Demand Well Above Average	Below 1.243	Visually Impaired
Demand Above Average	1.244-1.633	Deaf / Hearing Impairments, Speech / Language Pathologist, ESL / Bilingual, Physics, Chemistry, PT / OT, Emotional Behavioral Disability, Reading Specialist, Early Childhood Special Education
Demand Average	1.634-2.645	Driver's Education, Library / Media, Family / Consumer Education, Cognitive Disability, Director of Special Education, Foreign Language, Cross Categorical, Technology Education, School Psychologist, School Nurse, School Social Work, Earth Science, Agriculture, Superintendent, Mathematics, Curriculum Director, Learning Disability, Business Education, Music
Demand Below Average	2.646-3.035	Biology, Health Education, English / Speech / Theater / Journalism, General Science, Principal
Demand Well Below Average	3.036 and above	School Counselor, Art, Early Childhood / Kindergarten, Physical Education, Social Studies, Elementary

Source: School district supply ratings

Table 21
Summary of Employment Outlook Statistics

Area	Ratio of Applicants to Vacancies	Average Rating of Supply	Number of Emergency Licenses
Elementary			
Early Childhood/Kindergarten	41.47	3.588	338
Elementary	20.37	4.418	
Middle/High School			
Biology	21.75	2.667	75
Chemistry	13.54	1.500	
Earth Science	14.94	2.222	
Physics	11.56	1.400	
General Science	29.15	2.919	
Mathematics	19.53	2.362	
English/Speech/Theater/Journalism	18.03	2.795	
Social Studies	58.56	4.029	41
Special Fields			
Agriculture	6.67	2.333	3
Art	27.36	3.100	8
Business Education	14.92	2.441	32
Drivers Education	1.33	1.750	13
Family/Consumer Education	6.35	1.780	16
Foreign Language	9.69	1.849	83
Health Education	22.27	2.667	21
Music	15.41	2.493	23
Physical Education	37.74	3.720	10
Technology Education	8.88	1.975	38
Special Education			
Cognitive Disability	11.98	1.793	72
Cross Categorical	7.31	1.895	358
Deaf/Hearing Impairment	2.50	1.250	11
Early Childhood Special Education	7.06	1.619	81
Emotional Behavioral Disability	7.51	1.545	204
Learning Disability	15.18	2.429	128
Speech/Language Pathologist	3.79	1.320	16
Visual Impairment	0.67	1.200	9
Physical Therapist/Occupational Therapist	4.27	1.500	
Specialized Personnel			
ESL/Bilingual	4.51	1.346	152
Library/Media	8.83	1.758	26
Reading Specialist	8.83	1.556	97
School Counselor	23.97	3.060	12
School Nurse	5.90	2.125	
School Psychologist	9.18	2.000	2
School Social Worker	9.57	2.200	5
Administrators			
Curriculum Director	16.27	2.429	
Director of Special Education	10.70	1.818	
Principal	29.35	3.034	
Superintendent	17.75	2.360	

Sources: Written survey of public school district officials, Wisconsin DPI

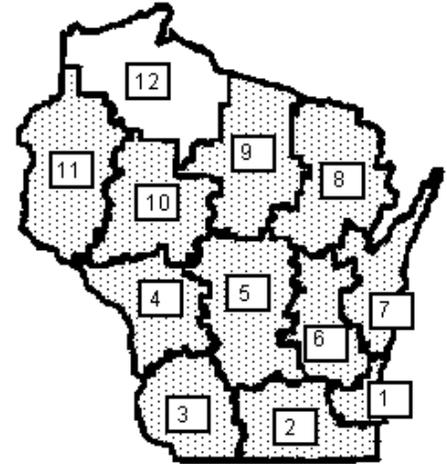
Elementary Education

Elementary

Outlook: Well Below Average

Ratio of applicants to vacancies was 20.37.

Number of emergency hires reported to DPI was 137 (Elementary and Early Childhood).

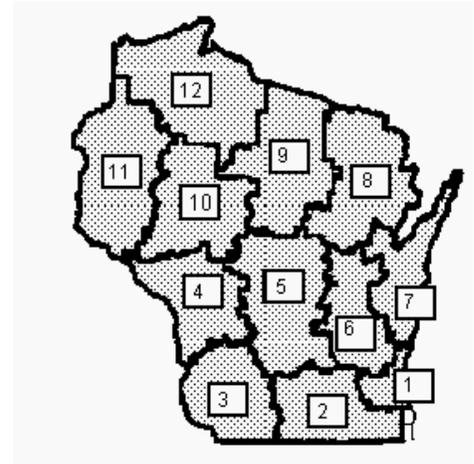


Early Childhood/Kindergarten

Outlook: Well Below Average

Ratio of applicants to vacancies was 41.47.

Number of emergency hires school districts reported to DPI was 137 (Elementary and Early Childhood).



KEY

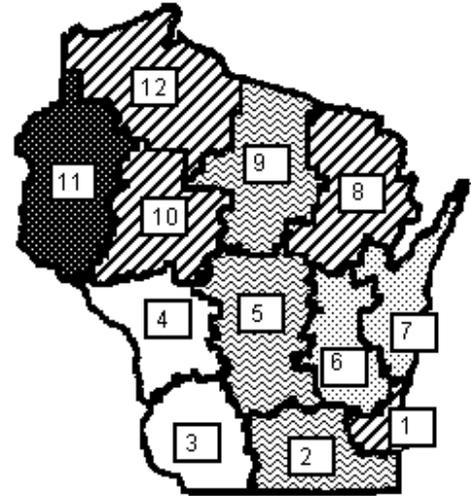
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Secondary Education

Biology

Outlook: Below Average

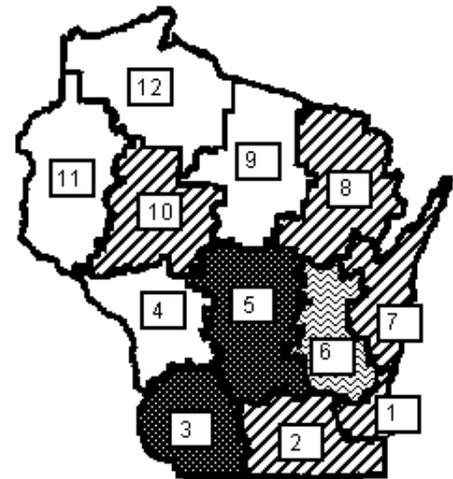
Ratio of applicants to vacancies was 21.75.



Chemistry

Outlook: Above Average

Ratio of applicants to vacancies was 13.54.



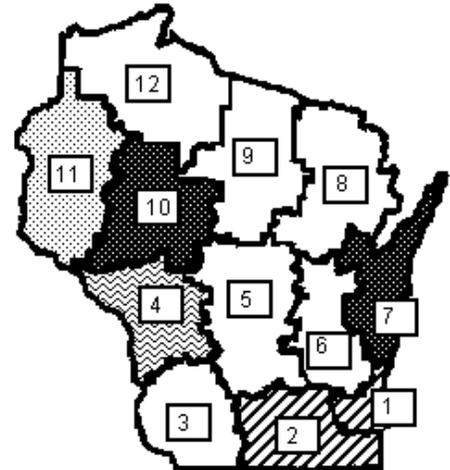
KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Earth Science

Outlook: Average

Ratio of applicants to vacancies was 14.94.

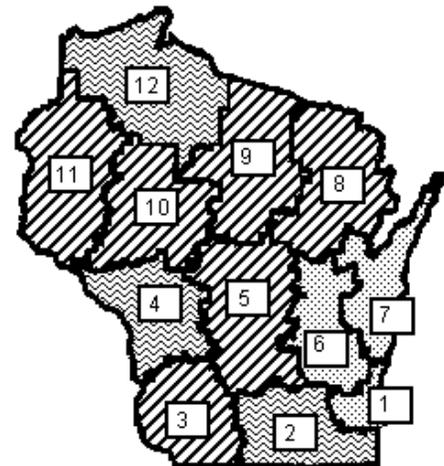


English/Language Arts

Outlook: Below Average

Ratio of applicants to vacancies was 18.03.

Number of emergency hires school districts reported to DPI was 51.



KEY

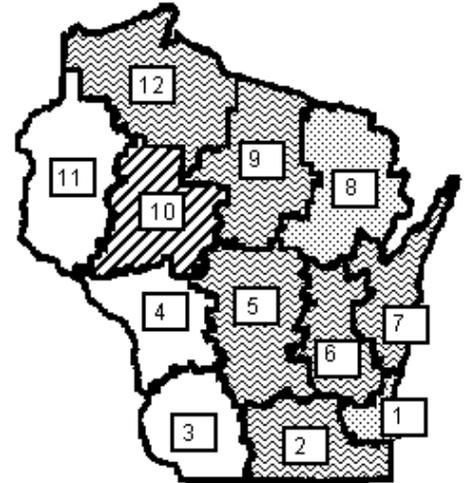
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

General Science

Outlook: Below Average

Ratio of applicants to vacancies was 29.15.

Number of emergency hires school districts reported to DPI was 75.

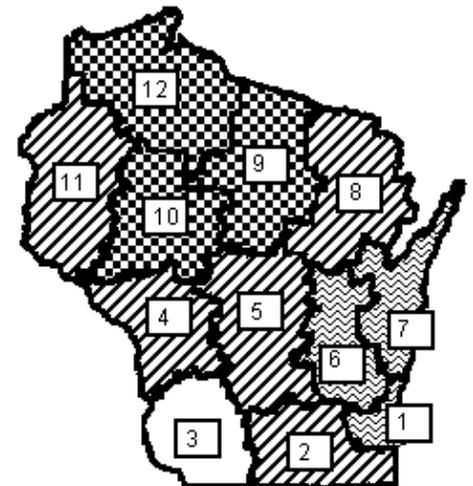


Mathematics

Outlook: Average

Ratio of applicants to vacancies was 19.53.

Number of emergency hires school districts reported to DPI was 53.



KEY

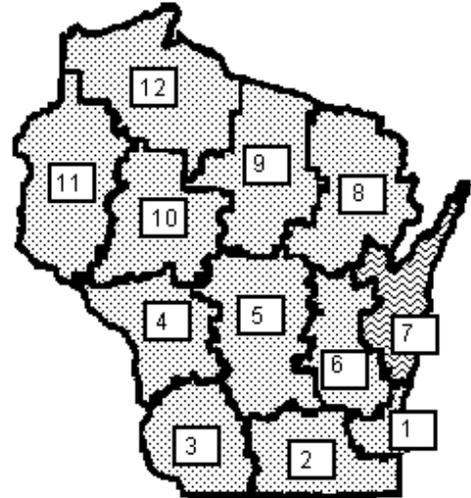
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Physical Education

Outlook: Well Below Average

Ratio of applicants to vacancies was 37.74.

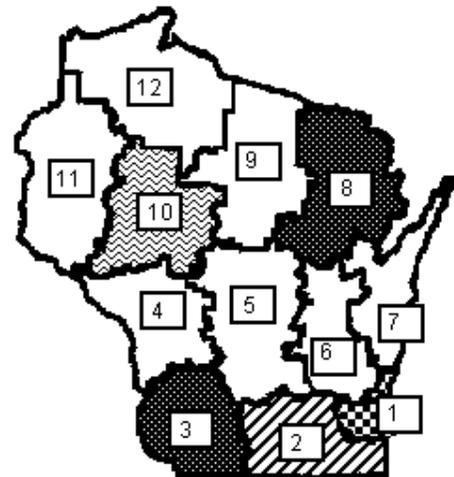
Number of emergency hires school districts reported to DPI was 10.



Physics

Outlook: Above Average

Ratio of applicants to vacancies was 11.56.



KEY

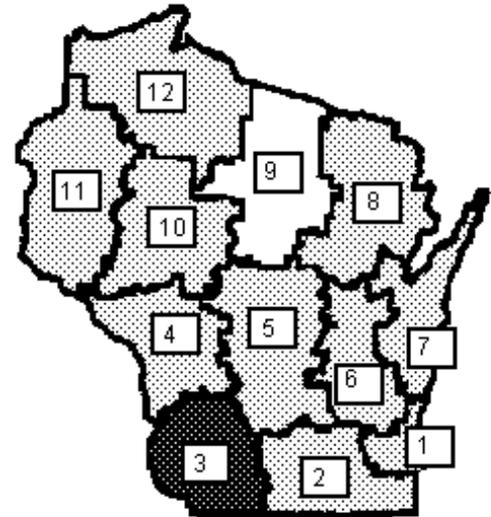
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Social Studies

Outlook: Well Below Average

Ratio of applicants to vacancies was 58.56.

Number of emergency hires school districts reported to DPI was 41.



KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

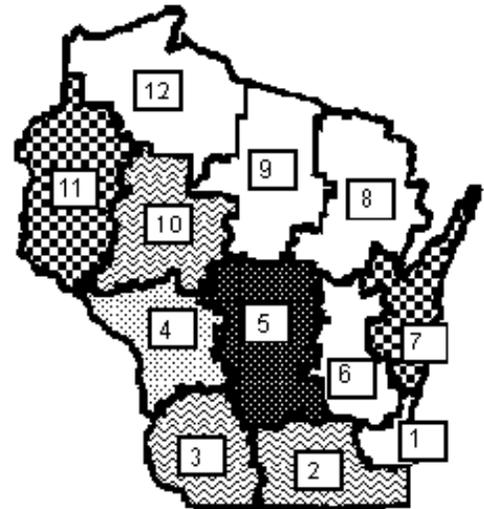
Special Fields

Agriculture

Outlook: Average

Ratio of applicants to vacancies was 6.67.

Number of emergency hires school districts reported to DPI was 3.

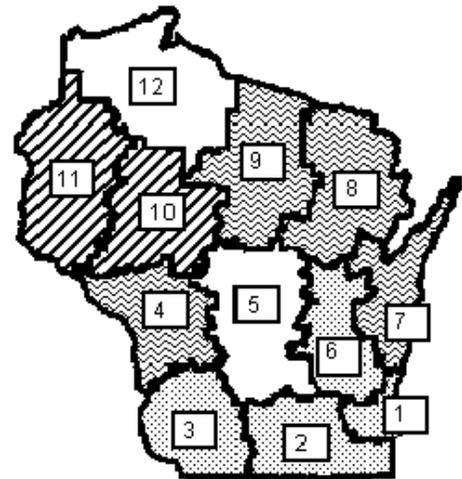


Art

Outlook: Well Below Average

Ratio of applicants to vacancies was 27.36.

Number of emergency hires school districts reported to DPI was 8.



KEY

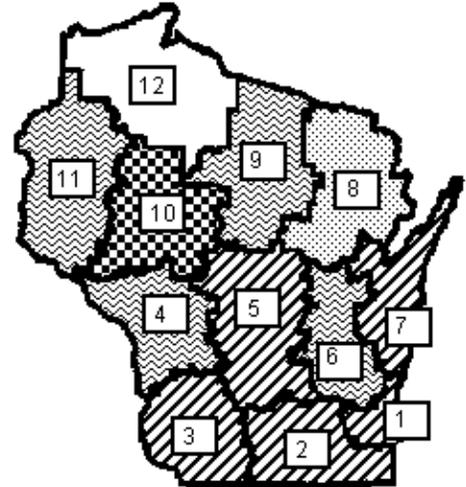
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Business Education

Outlook: Average

Ratio of applicants to vacancies was 14.92.

Number of emergency hires school districts reported to DPI was 32.

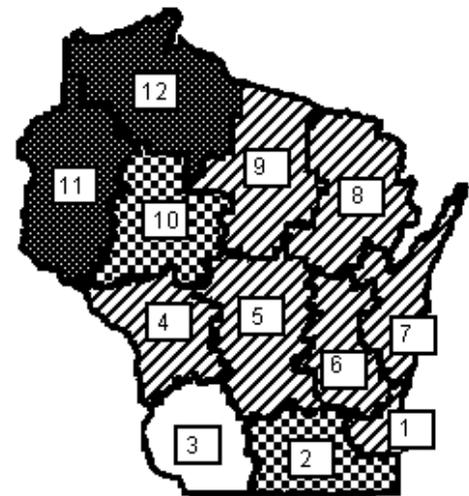


Family and Consumer Education

Outlook: Average

Ratio of applicants to vacancies was 6.35.

Number of emergency hires school districts reported to DPI was 16.



KEY

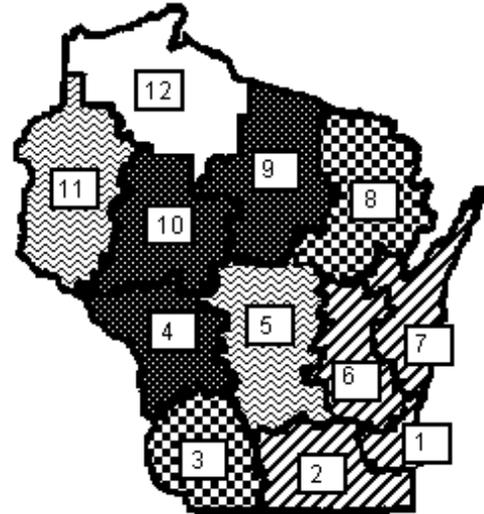
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Foreign Language

Outlook: Average

Ratio of applicants to vacancies was 9.69.

Number of emergency hires school districts reported to DPI was 83.

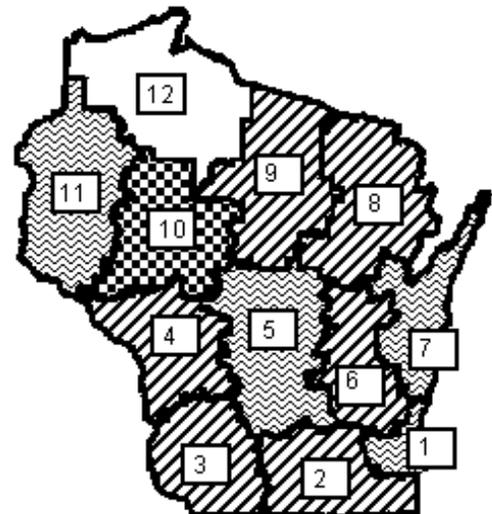


Music

Outlook: Average

Ratio of applicants to vacancies was 15.41.

Number of emergency hires school districts reported to DPI was 23.



KEY

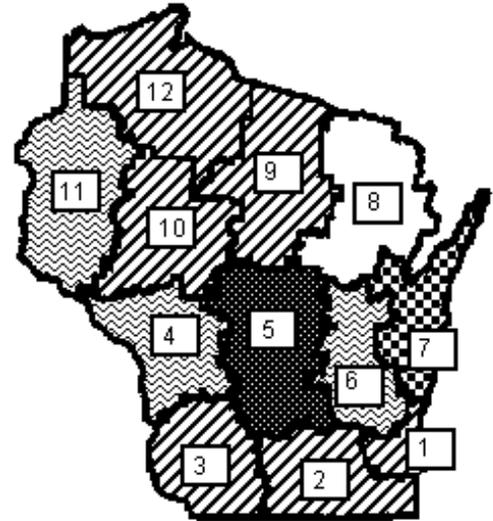
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Technology Education

Outlook: Average

Ratio of applicants to vacancies was 8.88.

Number of emergency hires school districts reported to DPI was 38.



KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

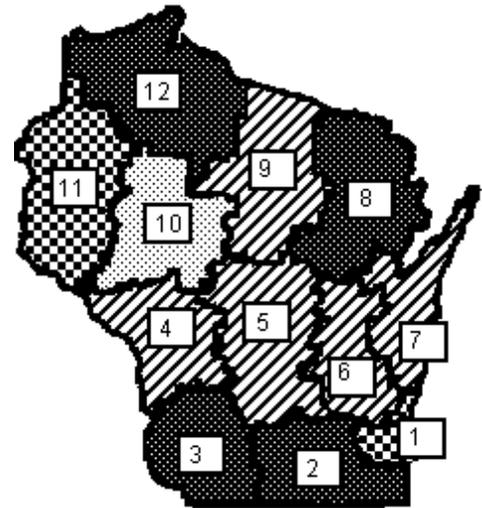
Special Education

Cognitive Disabilities

Outlook: Average

Ratio of applicants to vacancies was 11.98.

Number of emergency hires school districts reported to DPI was 72.

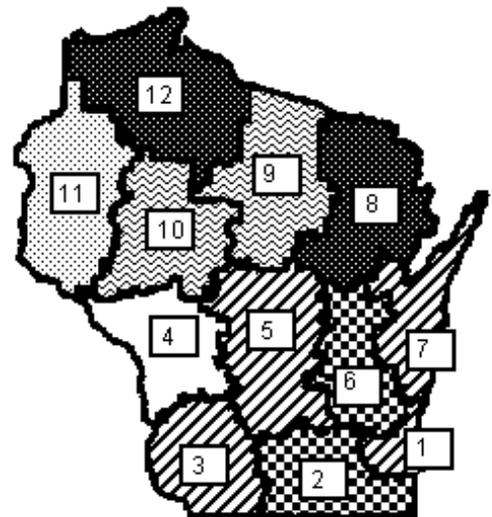


Cross Categorical

Outlook: Average

Ratio of applicants to vacancies was 7.31.

Number of emergency hires school districts reported to DPI was 358.



KEY

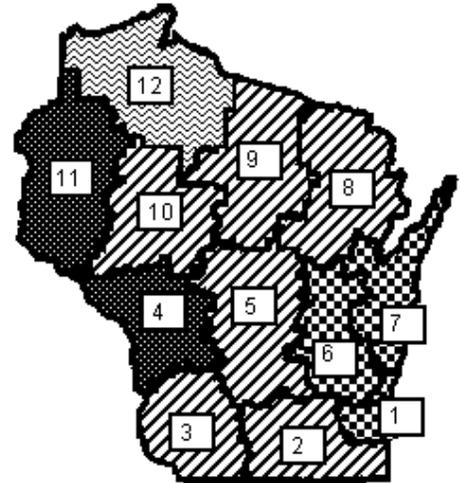
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Deaf/Hearing Impairment

Outlook: Above Average

Ratio of applicants to vacancies was 2.50.

Number of emergency hires school districts reported to DPI was 11.

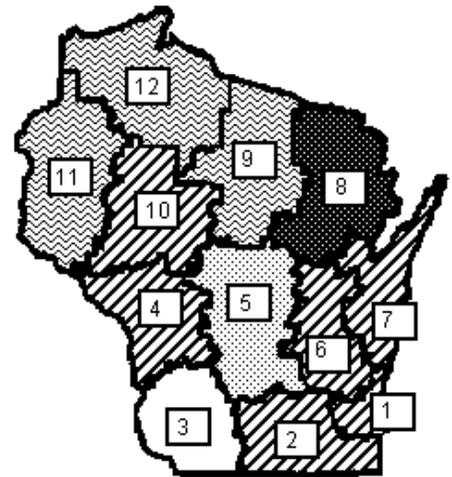


Early Childhood/Special Education

Outlook: Above Average

Ratio of applicants to vacancies was 7.06.

Number of emergency hires school districts reported to DPI was 81.



KEY

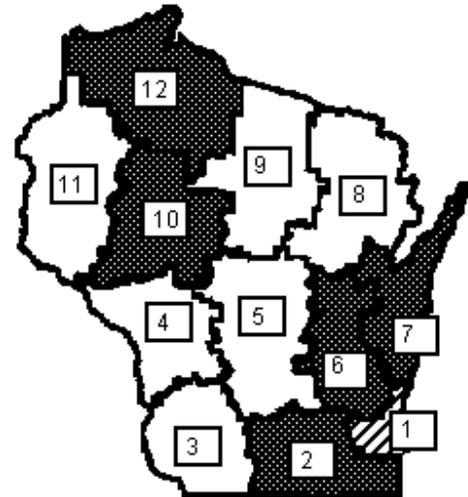
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Emotional Behavioral Disability

Outlook: Above Average

Ratio of applicants to vacancies was 7.51.

Number of emergency hires school districts reported to DPI was 204.

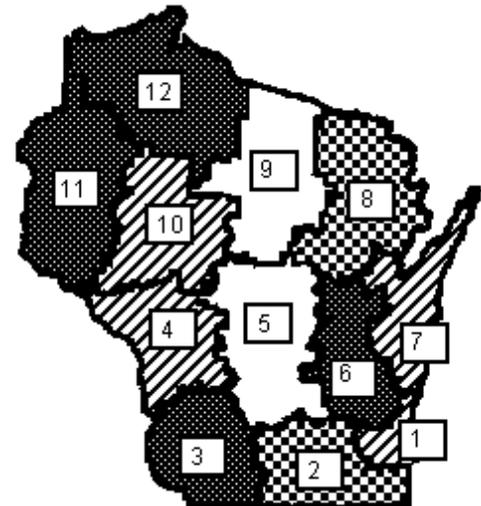


Learning Disabilities

Outlook: Average

Ratio of applicants to vacancies was 15.18.

Number of emergency hires school districts reported to DPI was 128.



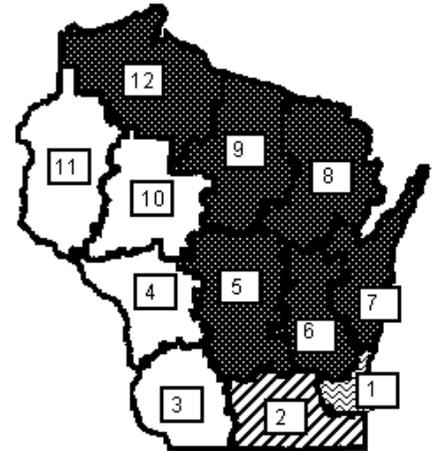
KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Physical Therapist / Occupational Therapist

Outlook: Above Average

Ratio of applicants to vacancies was 4.27.

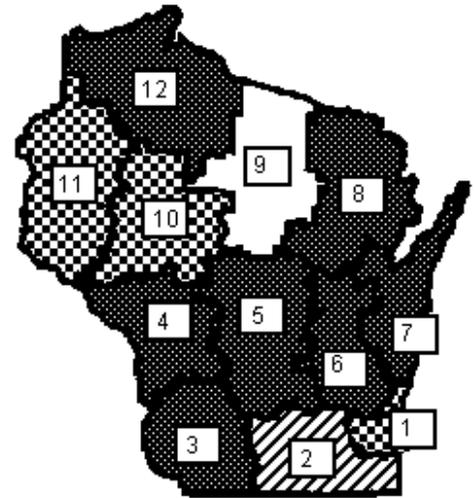


Speech/Language Pathologist

Outlook: Above Average

Ratio of applicants to vacancies was 3.79.

Number of emergency hires school districts reported to DPI was 16.



KEY

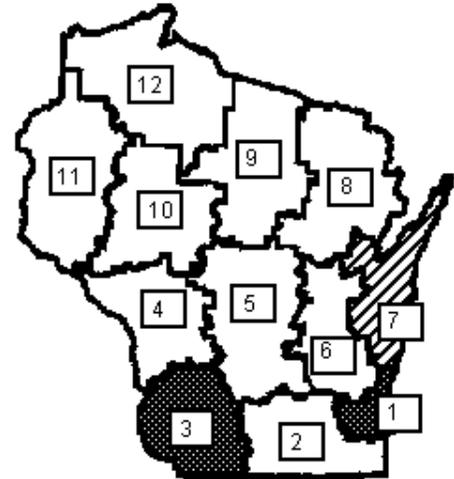
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Vision Impairment

Outlook: Well Above Average

Ratio of applicants to vacancies was .67.

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 Vacancies

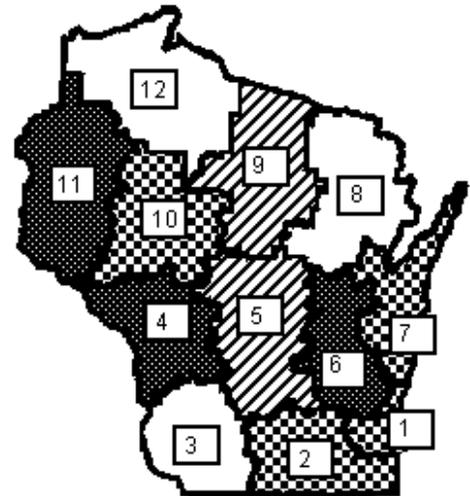
Specialized Personnel

ELL/ESL/Bilingual

Outlook: Above Average

Ratio of applicants to vacancies was 4.51.

Number of emergency hires school districts reported to DPI was 104.

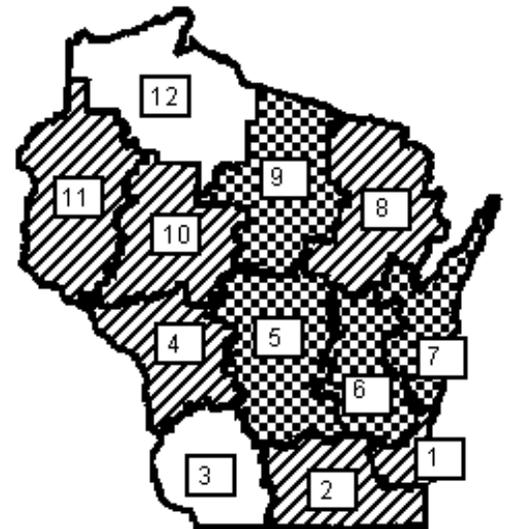


Library Media

Outlook: Average

Ratio of applicants to vacancies was 8.83.

Number of emergency hires school districts reported to DPI was 26.



KEY

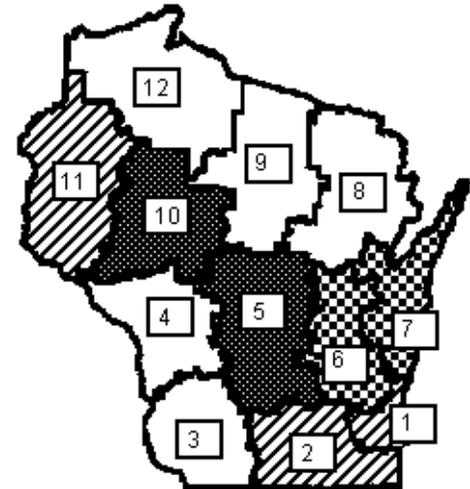
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Reading Specialist

Outlook: Above Average

Ratio of applicants to vacancies was 8.83.

Number of emergency hires school districts reported to DPI was 97 (Reading teacher).

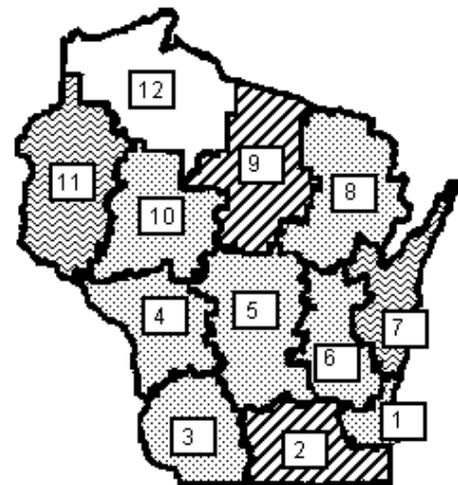


School Counselor

Outlook: Well below Average

Ratio of applicants to vacancies was 23.97.

Number of emergency hires school districts reported to DPI was 12.



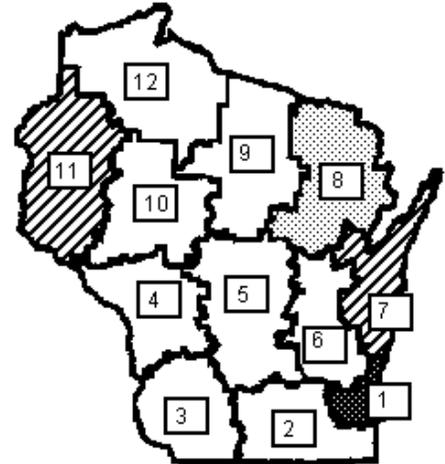
KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

School Nurse

Outlook: Average

Ratio of applicants to vacancies was 5.90.

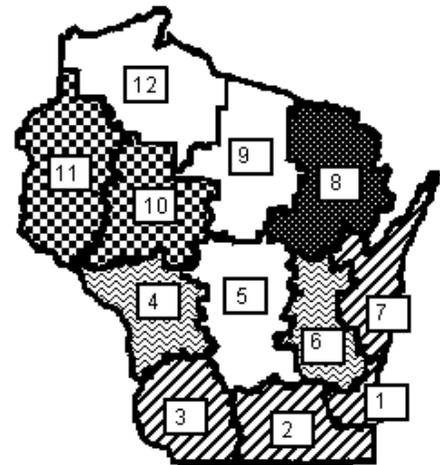


School Psychologist

Outlook: Average

Ratio of applicants to vacancies was 9.18.

Number of emergency hires school districts reported to DPI was 2.



KEY

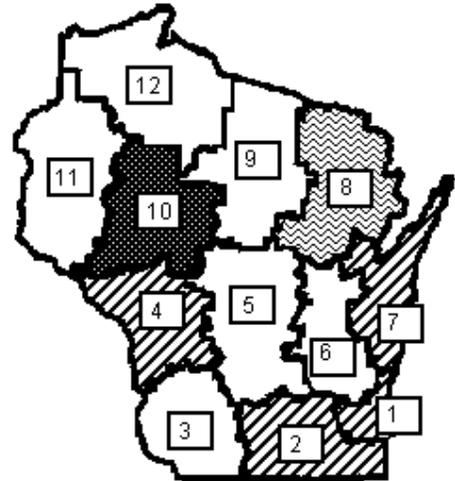
-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

School Social Worker

Outlook: Average

Ratio of applicants to vacancies was 9.57.

Number of emergency hires school districts reported to DPI was 5.



KEY

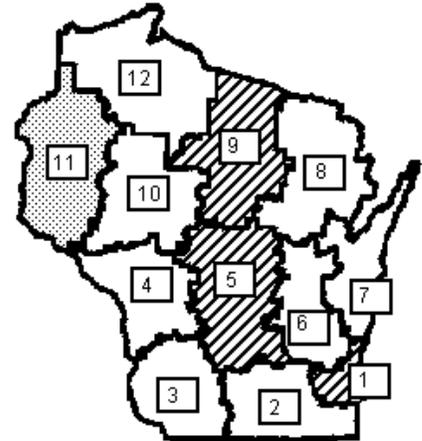
-  Demand Well Above Average
-  Demand Below Average
-  Demand Average
-  Demand Well Below Average
-  No Vacancies

Administrators

Curriculum Director

Outlook: Average

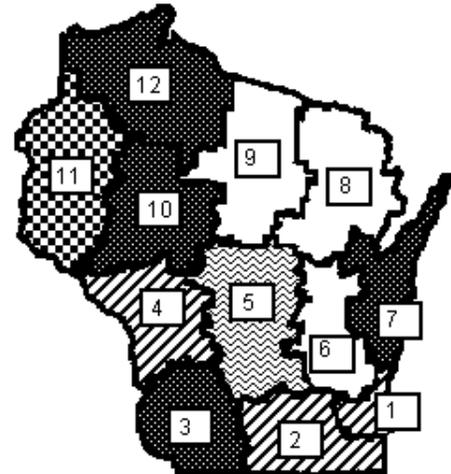
Ratio of applicants to vacancies was 16.27.



Director of Special Education

Outlook: Average

Ratio of applicants to vacancies was 10.70.



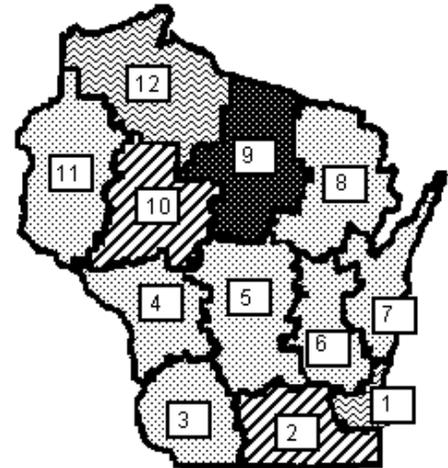
KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Principal

Outlook: Below Average

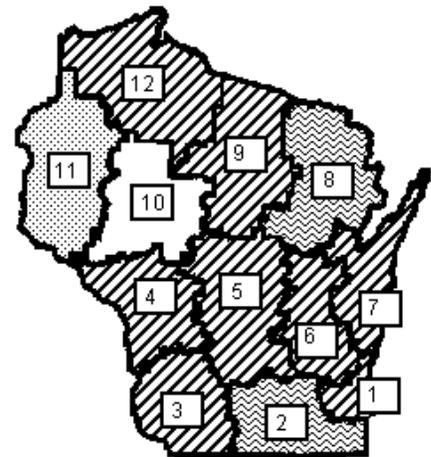
Ratio of applicants to vacancies was 29.35.



Superintendent

Outlook: Average

Ratio of applicants to vacancies was 17.75.



KEY

-  Demand Well Above Average
-  Demand Above Average
-  Demand Average
-  Demand Below Average
-  Demand Well Below Average
-  No Vacancies

Appendix 1

School District Survey**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 2004-2005 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			
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 2005 - 2006 school year. (See the example above)

Extreme
Shortage
1

Slight
Shortage
2

Supply Normal
to Demand
3

Slight
Oversupply
4

Extreme
Oversupply
5

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 Rating of Supply
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			
ESL/Bilingual			
Library/Media			
Reading Specialist			
Sch. Counselor			
Sch. Nurse			

Sch. Psychologist.			
Sch. Social Work.			
Administrators			
Curriculum Dir.			
Dir. of Spec. Ed.			
Principal			
Superintendent			

Please complete items on next page

Educator Supply and Demand Rating Scale for School District Analysis

No Child Left Behind

How has the No Child Left Behind Act affected teacher supply and demand? Do you anticipate effects in the future?

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, either below or as an attachment.

Appendix B

School Districts Who Responded to Survey

Abbotsford	Cornell Sch Dist	Hudson Sch Dist
Adams-Friendship	Crandon-	Hustisford Sch Dist
Albany Scho Dist	Crivitz Sch Dist	Ithaca Sch Dist
Algoma	Cuba City Sch Dist	Janesville Sch Dist
Alma Center Sch Dist	Cumberland Sch Dist	Jefferson Sch Dist
Alma Sch Dist	Darlington-	Johnson Creek Sch Dist
Almond-Bancroft Sch Dist	DC Everest	Juda Sch Dist
Altoona-	De Pere Sch Dist	Kaukauna Area Sch Dist
Amery	De Soto Area-	Kenosha Unified School District No. 1-
Antigo Sch Dist	Deerfield-	Kettle Moraine
Arbor Vitae-Woodruff J1	DeForest Area School District	Kewaskum
Argyle Sch Dist	Delavan-Darien Sch Dist	Kewaunee
Arrowhead UHS Sch Dist	Dodgeland School District	Kickapoo Area Sch Dist
Ashwaubenon Sch Dist	Dodgeville School District-	Kiel
Athens Sch Dist	Dover #1 Sch Dist	Kimberly Area Sch Dist
Baldwin-Woodville Area School District-	East Troy Community School District	Kohler Sch Dist
Baraboo Sch Dist	Eau Claire Area Sch Dist	La Crosse Sch Dist
Barron Area Sch Dist	Edgerton	Lake Country Sch Dist
Bayfield Sch Dist	Elkhart Lake-Glenbeulah Sch Dist	Lake Holcombe-
Beaver Dam Unified School District-	Ellsworth Community School District-	Lake Mills Area Sch Dist
Beecher-Dunbar-Pembine Sch Dist	Elmbrook Sch Dist	Lakeland Union High School
Belleville Sch Dist	Erin School	Lancaster Community Sch Dist
Belmont Community Sch Dist	Evansville Community Sch Dist	Laona Sch Dist
BeloitTurner	Fall River Sch Dist	Lena Sch Dist
Benton Sch Dist	Fennimore Community Sch Dist	Linn J4
Berlin Area Sch Dist	Flambeau Sch Dist	Linn Jt. 6
Big Foot UHS Sch Dist	Fort Atkinson-	Little Chute Area Sch Dist
Black Hawk Sch Dist	Fox Point J2 Sch Dist	Lomira Sch Dist
Black River Falls	Frederic Sch Dist	Loyal Sch Dist
Blair-Taylor Sch Dist	Freedom Area Sch Dist	Luck Sch Dist
Bloomer Sch Dist	GaleEttrickTrempealeau	LuxemburgCasco
Bonduel Sch Dist	Genoa City J2-	Manawa Sch Dist
Boulder Junction J1 Sch Dist	Germantown Sch Dist	Manitowoc Sch Dist
Boyceville	Gibraltar Area-	Maple Dale-Indian Hill Sch Dist
Brighton #1 Sch Dist	Gillett Sch Dist	Marinette Sch Dist
Brillion Sch Dist	Gilmanton	Marshall Sch Dist
Bristol #1 Sch Dist	Glendale-River Hills Sch Dist	Marshfield Sch Dist
BROWN DEER	Glenwood City Sch Dist	Medford Area Public School District-
Bruce Sch Dist	Glidden Sch Dist	Mellen Sch Dist
Burlington Area Sch Dist	Goodman-Armstrong Creek-	Melrose-Mindoro Sch Dist
Cadott Community	Granton Area Sch Dist	Menomonee Falls
Cameron Sch Dist	Grantsburg Sch Dist	Menomonie Area
CASHTON	Green Bay Area Sch Dist	Mequon-Thiensville-
Cassville Sch Dist	Green Lake Sch Dist	Merton Community Sch Dist
Cedar Grove-Belgium Area Sch Dist	Hamilton	Milwaukee Sch Dist
Central/Westosha UHS Sch Dist	Hartford Jt. 1-	Mineral Point Sch Dist
Chetek Sch Dist	Hartland-Lakeside J3 Sch Dist	Mishicot Sch Dist
Chippewa Falls Area Sch Dist	Hayward Community Sch Dist	Monona Grove Sch Dist
Cochrane-Fountain City-	Hilbert-	Montello Sch Dist
Colby Sch Dist	Hillsboro Sch Dist	Monticello Sch Dist
Colfax Sch Dist	Horicon Sch Dist	Mount Horeb Area School District
Columbus School District	Howards Grove Sch Dist	MuskegoNorway

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Neenah Joint-	Reedsville Sch Dist	Tomahawk Sch Dist
Neillsville Sch Dist	Rib Lake Sch Dist	Tomorrow River Sch Dist
Nekoosa Sch Dist	Rice Lake Area School District	Trevor Grade School District-
New Berlin Sch Dist	Richland Sch Dist	Tri-County Area Sch Dist
New Glarus Sch Dist	Richmond Sch Dist	Turtle Lake Sch Dist
New Lisbon Sch Dist	Rio Community	Twin Lakes #4
New London-	River Ridge School District-	Union Grove J1 Sch Dist
North Cape	River Valley	Unity-
North Crawford Sch Dist	Riverdale Sch Dist	Valders Area School District
North Fond du Lac Sch Dist	Royall Sch Dist	Verona Area School District
Northern Ozaukee	Rubicon J6 Sch Dist	Walworth J1 Sch Dist
Northland Pines Sch Dist	Salem School District-	Washburn Sch Dist
Northwood	Seneca Sch Dist	Washington Sch Dist
Oakfield Sch Dist	Sevastopol Sch Dist	Washington-Caldwell Sch Dist
Oconomowoc Area Sch Dist	Seymour Community Sch Dist	Waterford UHS Sch Dist
Oconto Falls Sch Dist	Shawano-Gresham Sch Dist	Waterloo-
Oostburg Sch Dist	Sheboygan Area Sch Dist	Watertown Sch Dist
Oregon Sch Dist	Sheboygan Falls Sch Dist	Waukesha Sch Dist
Osceola Sch Dist	Shell Lake-	Waunakee
Osseo-Fairchild Sch Dist	Shiocton Sch Dist	Waupun Sch Dist
Owen-Withee Sch Dist	Shullsburg Sch Dist	Wausau School District
Pardeeville Area School District-	Slinger-	Wauwatosa Sch Dist
Paris J1 Sch Dist	Somerset Sch Dist	Webster-
Park Falls Sch Dist	South Milwaukee Sch Dist	West Allis-West Milwaukee-
Parkview Sch Dist	South Shore Sch Dist	West De Pere Sch Dist
Pecatonica-	Southern Door Sch Dist	West Salem Sch Dist
Pewaukee-	Southwestern Wisconsin Sch Dist	Westby Area Sch Dist
Phelps	Spencer Sch Dist	Westfield-
Phillips Sch Dist	Spooner Sch Dist	Weston Sch Dist
Pittsville School District	St. Francis School District	Weyauwega-Fremont-
Platteville-	Stevens Point Area Public School District	Weyerhaeuser Area Sch Dist
Plum City Sch Dist	Stockbridge-	Wheatland J1 Sch Dist
Port Washington-Saukville Sch Dist	Stone Bank Sch Dist	White Lake Sch Dist
Poynette Sch Dist	Stratford Sch Dist	Whitnall Sch Dist
Prairie du Chien Area Sch Dist	Sturgeon Bay Sch Dist	Wild Rose-
Prairie Farm Sch Dist	Sun Prairie Area School District	Williams Bay School District
Prescott	Superior School District	Wilmot UHS Sch Dist
Princeton-	Suring Sch Dist	Winneconne Community Sch Dist
Pulaski Community School District	Thorp Sch Dist	Winter Sch Dist
Randall J1 Sch Dist	Three Lakes Sch Dist	Wisconsin Dells Sch Dist
Raymond SD #14-	Tigerton Sch Dist	Wonewoc-Union Center Sch Dist
Reedsburg Sch Dist	Tomah Area Sch Dist	Yorkville J2 Sch Dist

School Districts Who Did Not Respond to Survey

Appleton Area Sch Dist	Greendale Sch Dist	Onalaska
Arcadia Sch Dist	Greenfield Sch Dist	Oshkosh Area School District-
Ashland Sch Dist	Greenwood Sch Dist	Palmyra-Eagle Area Sch Dist
Auburndale Sch Dist	Hartford UHS Sch Dist	Pepin Area Sch Dist
Augusta Sch Dist	Herman #22 Sch Dist	Peshtigo Sch Dist
Bangor Sch Dist	Highland Sch Dist	Plymouth Sch Dist
Barneveld Sch Dist	Holmen	Port Edwards-
Beloit	Hortonville Sch Dist	Portage Community Sch Dist
Birchwood Sch Dist	Howard-Suamico Sch Dist	Potosi-
Boscobel Area Sch Dist	Hurley Sch Dist	Prentice
Bowler Sch Dist	Independence Sch Dist	Racine Sch Dist
Brodhead Sch Dist	IolaScandinavia	Randolph-
Butternut Sch Dist	Iowa-Grant Sch Dist	Random Lake-
Cambria-Friesland Sch Dist	La Farge	Rhineland Sch Dist
Cambridge Sch Dist	Lac du Flambeau #1 Sch Dist	Richfield J1 Sch Dist
Campbellsport	Ladysmith-Hawkins Sch Dist	Ripon Sch Dist
Cedarburg School District	Lake Geneva J1 Sch Dist	River Falls Sch Dist
Chilton Sch Dist	Lake Geneva-Genoa City UHS Sch Dist	Rosendale-Brandon Sch Dist
Clayton Sch Dist	Lodi	Rosholt Sch Dist
Clear Lake Sch Dist	Madison Metropolitan School District-	Saint Croix Central Sch Dist
Clinton Community Sch Dist	Maple	Saint Croix Falls Sch Dist
Clintonville Sch Dist	Marathon City	Sauk Prairie Sch Dist
Coleman Sch Dist	Marion-	School District of Beloit
Cooperative Ed Serv Agcy 01	Markesan Sch Dist	Sharon J11 Sch Dist
Cooperative Ed Serv Agcy 02	Mauston Sch Dist	Shorewood Sch Dist
Cooperative Ed Serv Agcy 03	Mayville Sch Dist	Silver Lake J1 Sch Dist
Cooperative Ed Serv Agcy 04	McFarland School District	Siren
Cooperative Ed Serv Agcy 05	Menasha Sch Dist	Solon Springs Sch Dist
Cooperative Ed Serv Agcy 06	Menominee Indian Sch Dist	Sparta Area School District
Cooperative Ed Serv Agcy 08	Mercer Sch Dist	Spring Valley Sch Dist
Cooperative Ed Serv Agcy 09	Merrill Area Sch Dist	Stanley-Boyd Area Sch Dist
Cooperative Ed Serv Agcy 10	Middleton-Cross Plains Sch Dist	Stoughton Area Sch Dist
Cooperative Ed Serv Agcy 11	Milton Sch Dist	Swallow Sch Dist
Cudahy Sch Dist	Minocqua J1 Sch Dist	Two Rivers
Denmark Sch Dist	Mondovi Sch Dist	Union Grove UHS Sch Dist
Drummond # 1491	Monroe Sch Dist	Viroqua Area Schools-
Durand Sch Dist	Mosinee Sch Dist	Wabeno Area Sch Dist
Edgar Sch Dist	Mukwonago Sch Dist	Waterford Graded School District-
Elcho Sch Dist	NECEDAH AREA SCHOOL DISTRICT-	Waupaca Sch Dist
ElevaStrum	Neosho	Wausaukee Sch Dist
Elk Mound-	New Auburn Sch Dist	Wautoma-
Elkhorn Area	New Holstein Sch Dist	Wauzeka-Steuben Sch Dist
Elmwood Sch Dist	New Richmond Sch Dist	West Bend Scool District
Fall Creek Sch Dist	Niagara Sch Dist	Whitefish Bay Sch Dist
Florence Sch Dist	Nicolet UHS District-	Whitewater Sch Dist
Fond du Lac-	Norris Sch Dist	Whithall
Fontana J8 Sch Dist	North Lake Sch Dist	Wilmot Grade Sch Dist
Franklin Public Schools	Norwalk-Ontario-Wilton Sch Dist	Wisconsin Heights Sch Dist
Friess Lake	Norway J7 Sch Dist	Wisconsin Rapids Sch Dist
Geneva J4 Sch Dist	Oak Creek-Franklin Sch Dist	Wittenberg-Birnamwood Sch Dist
Gilman Sch Dist	Oconto Sch Dist	Woodruff J1 Sch Dis
Grafton Sch Dist	Omro Sch Dist	Wrightstown

Appendix C

Written responses to the question, "How have state budget difficulties affected hiring practices for the upcoming school year?"

District responses categorized under *severe effect*:

"Cannot afford high priced candidates."

"Hiring entry level teachers."

We look at teachers with less experience in order to reduce personnel costs. We have been creative, rather than hiring full-time teachers for classes slightly higher than class size guidelines and creating a new section, we hire a .5 to allow for smaller classes for reading, language arts and math."

"We do not offer more than 3 years of experience when hiring."

"We had to reduce 6 positions, the candidates pool became larger as a result of layoffs in other districts."

"Have had several adjustments. May combine classes which may raise number of students per classroom."

"Yes – cutbacks in staff to reduce budget."

Due to budget constraints we look at partial contracts and therefore find it difficult to fill positions."

"We cannot hire as many teachers as we need and programs are being reduced."

"Yes, we have not filled some vacancies and put limits on how much we'll pay those we do hire."

"Reducing the numbers of staff."

"We are paying attention to experience and educational attainment with regard to salary schedule placement."

"Reduced staff, other words, did not fill all the retiree positions."

"We have had to take chances on beginning teachers rather than experience."

"Yes. We have waited to fill certain positions until we know more. This lessons the quality of the candidate post."

"Limited hiring and lower salaries. Have to sacrifice teachers with more experience when recruiting due to budget constraints."

"Only can afford inexperienced/new teachers."

"Cut backs due to retirements. Positions being absorbed because of revenue limits."

"Limits how many and who is hired."

"Limited plans to expand foreign language and music."

"With state government cutting back on state aide, I predict many programs will not be existence in 3 to 5 years. Lower salaries make it much harder. With budget cuts and teacher layoffs, it makes for an excellent candidate pool."

"We have moved resource staff into classroom positions and reduced services to students and staff."

"We have had some staff reduction."

"We have had to postpone the hiring of a gifted and talented coordinator due to lack of funds."

"Shortage of money – not hiring."

"Not filling any openings, will continue this in the future."

"We no longer can hire the best candidate available. We can not afford to pay very experienced people with advanced degrees."

"If possible we will attempt to hire novice teachers with entry level degrees instead of experienced teachers with advanced degrees."

"The revenue caps have crippled our efforts. We are forced to first look at layoffs. Then when hiring, cost vs. quality."

"More districts are seeking initial educators with lower salaries and more part-time positions with no benefits are being created."
"No money = no positions."
"Difficult. Union contract only allows 2 years of paid experience."
"Looking to cut staff, not maintain or add."
"Very much so – we are laying off people."
"Affected class offerings, affected ability to pay master's level staff as new hires and/or giving years experience."
"We have no vacancies and have cut a position in 04-05."
"We were not able to hire positions that individuals had retired from."
"we are not replacing some vacancies. Downsizing, reducing programs and services and decreasing staff to student ratios in every area of service."
"Due to reductions in state aid we have repeatedly imposed QEO on contract settlements. Our salaries are failing to attract and retain quality teachers."
"School funding formula (state aid to schools and revenue caps) have caused sever budget cuts thus staff reductions."
"We've cut staff – increased student/staff ratio."
"Revenue cap forces the district to hire beginning teachers, if possible."
"We will hire beginning teachers if we hire at all."
"We will have to absorb all vacancies or lay someone else off."
"The Board of Education has instituted a hiring freeze."
"Yes. It has caused us to look only at persons with no experience."
"We now look at teachers with a lot of experience differently then before. If close, we will hire a rookie to save money, before we just hired the best teacher."
"Had several lay-offs, could not renew SAGE contract, too much cost would have to be covered by the general fund."
"People with experience are not being hired."
"We have not added any new positions."
"We will operate with 3.5 fewer teachers, so when people leave we will not replace them."
"We are not looking to employ teachers with a master's degree if we can find one with a BS."
"We would hire another teacher if the budget allowed. We find it difficult to hire beyond a couple of years experience and with limited credits."
"We are reducing staff because of budget difficulties."
"We did not replace two retirees."
"Must hire teachers with minimal experience, offering part-time no benefit positions, eliminating programs and positions."
"It has limited the experience level at which we can hire."
"We are consolidating teacher loads and eliminating positions, which makes hiring quality teachers difficult."
"As a small rural district, we are looked at by some applicants as being a risk. More likely to be laid off in future."
"We can no longer staff elective areas as we would like. Class sizes are increasing as we are not hiring to fill attrition vacancies."
"We are hiring fewer staff and not replacing staff members whop retire or resign."
"We just cut 10% of our staff due to failed referendum."
"Eliminated 3 positions."
"We have hired for fewer teachers. We have reduced 31 FTE (31!) in the past 3 years."
"Positions are being eliminated wherever possible."
"Devastating. Cannot offer competitive salaries."
"We continually have to reduce positions. Any more reductions will adversely affect kids."

"We are looking at first year teachers rather than experienced teachers."
"Lay-offs. Not hiring is the resultant problem."
"Rev Caps had found us to lay off staff the last few years: HS library, 3 aides, 1 reading coordinator."
"Budget limitations affect our ability to pay experienced teachers."
"Reduction in special education and ELL funding of staff has put a burden on funding regular education staff. These are 2 populations within increasing numbers of students where these are mandated programs with less reimbursement."
"Elem.: larger class sizes, especially for specials (art, music, phy. ed.). SAGE is helping. HS: Budgeting resulted in elimination of 3 positions."
"Fewer positions to hire for."
"We are unable to increase part-time positions to full-time and have a great deal of trouble attracting applicants."
"We look much more closely now at potential fringe benefit impact of candidates as well as experience and educational level."
"I have had to lay off teachers who would still be working here had the state made a commitment to fund K-12 education adequately. Shame on those republican lawmakers on the joint finance committee!"
"We have combined positions. This will result in more EC issues in future."
"We do not have enough money to hire appropriate staff."
"We are eliminating positions as people retire."
"Eliminated several positions."
"Any time we have an opening we are forced to first look at possibilities of restructuring or being without due to tighter budgets."
"We have cut _ high school math, _ high school social studies and elem/ms counselor."
"We are not replacing one of our fine retiring teachers."
"Yes. We are trying to save where we can. Retired teachers will not be replaced."
"Cutting positions where ever possible. Combining positions with staff having increased multiple responsibilities."
"No new positions. Reduced several FTE's again."
"Fewer jobs – larger class sizes."
"Yes. Generally look for hire willing to start at beginning pay scale despite level of experience."
"We only hire at beginning of the salary schedule and those with experience and degrees beyond aren't paid for it."
"Not replacing 3.5 positions and cutting 1.5"
"Currently, we have cut 12-15 positions and we will not hire."
"We, at this time, do not need to hire. Enrollment is down. We had 3 layoff notices."
"We are forced to increase class sizes rather than hire additional staff."
"More experienced teachers have the possibility of not being hired."
"Need to look for young, inexperienced teachers, limited costs."
"Four retirements/resignations with only one being replaced."
"Hugely. This is trickle down economics at its worst."
"We are not replacing retired teachers."
"Unfortunately, can't afford to hire applicants with experience."
"No hires – but hire less expensive if possible."
"The reduction of teaching positions has created an over supply of qualified staff for most positions. This is especially true in elem. ed.."
"Look strongly at less costly staff – less experienced teachers."
"Will not fill retiring positions."
"We pinch pennies, do not consider (when appropriate) experience."

"We hire fewer people. Combine positions. Make due with what we have, in spite of increasing enrollments."

"The district has increased class sizes, reduced aides, support staff and administration."

"Did not replace all the teachers that were leaving."

"We laid off 2 ea .8 positions plus 1 ea classroom aide."

"Reduced state aid, less teachers, larger classes, or eliminate programs."

"Extreme problems."

"We have had to reduce programs and staff."

"By reducing and consolidating positions in small district, means need for one person to have more multiple licenses."

"Hard to hire the best because of cost."

"We are experiencing declining enrollment and as a result have had to lay off large numbers of teachers last year and the year prior. We have called back most of teachers to fill vacancies through retirement leaves."

"Forced reconfiguration of services and reductions in related subject areas."

District responses categorized under *moderate effect*:

"Most definitely affected our ability."

"The looming state budget issues have not had an impact on the district this year, but there is a strong possibility that it will affect the district in 2006-07 staff planning."

"We will have to hire people with less experience."

"Eliminated any discussion relating to increased staffing levels. Frozen hiring of instructional aides."

"Very difficult."

"We did not fill the library position."

"It makes adding new staff to meet student needs more challenging."

"It is increasingly difficult for us to attract and retain good teachers."

"It has a negative impact in planning for how many future positions can be opened because of revenue caps and possible state funding cuts."

"I'm asked to hire someone to develop the elem. without the knowledge of financial support at the state level."

"Forced us to wait until we have a firm idea as to what our revenue limit and state aids will be."

"Revenue caps have squeezed the fluff out of the budget and soon the stuffing."

"Delaying placement of reading specialist until state budget is finalized."

"It is difficult to commit to new positions without knowing what the budget will be."

"Eliminated hiring. We have been forced to cut 10% of our budget in 2 years with another 10% needed next 2 years."

"We will not hire unless absolutely necessary."

"It is difficult to add teachers with the revenue limitations. It takes roughly 18 FTE new students over the 3 year rolling membership average to hire 1 teacher for an upcoming year."

"Board of Education is reluctant to hire with no budget from the state. Elementary would need to alter class size (larger number per teacher)."

"Since districts don't have set state amounts, it is hard to put a budget together for any additional FTE."

"It is extremely difficult to hire when you have no idea what your budget will be! We seriously look at not filling positions that we need and aren't able to plan as we should because we don't know the budget!"

"Moved staff around in the elementary. Did not hire part-time staff. Try to get by with small support staff (aides in classroom). Use time to the max. Eliminated a part-time administrative staff with retirement."

- "Made it difficult, budget constraints."
- "We have implemented a hiring freeze."
- "It is more complicated now. Not sure if have the money to pay out."
- "The uncertainty that surrounds the state budget has limited our ability to hire experienced teachers."
- "Budget issues have created more part-time positions."
- "The conflict between the governor and the legislature makes fixed planning extremely difficult."
- "Do not have to hire as many, more available teachers."
- "Constraints on the budget limit the resources available to teachers and impact the salaries for potential employees."
- "The lack of state funding has affected what the district can offer to the teaching staff in compensation. This has resulted in the district losing candidates to other districts because of the lower rate of pay."
- "Filling vacancies is scrutinized more closely to determine necessity."
- "Constrains fiscal package."
- "Waited until the last minute to hire any. Positions may affect the number of applicants for our 05-06 hires."
- "We currently receive no general state aide so we continue to be frugal with our positions and hiring."
- "Yes – have to compete with private sector."
- "Minimal impact for 05-06 although we were unable to add some of the positions we would have liked. This may change dependent upon finalization of the budget."
- "We have continually RIFed employees each year – so bumping and job insecurity has become a way of life among staff."
- "We are very frugal when hiring positions and in most cases meet budget through attrition."
- "The not knowing aspect of budgeting has halted and slowed the process."
- "We are very careful about staffing, it has an affect. SAGE has been very beneficial for our district. Hiring personnel has been delayed at times because of uncertainties with the state budget. No new hiring's coming this year."

District responses categorized under *mild effect*:

- "We delay hiring until late August."
- Yes – low salaries continue."
- "Budgets have been tough for lots of years. Class sizes continue to grow."
- "It is becoming more difficult to offer competitive wages."
- "Each vacancy is reviewed to determine whether or not it is essential to be filled."
- "Not yet, may have to lay off people."
- "Lower starting salary than desirable."
- "Starting salary is low."
- "Affected support staff hiring only."
- "Lack of \$\$\$ - declining enrollments."
- "Structural deficit may cause more experienced to be overlooked."
- "The Republican Party is attempting to cut back funding for schools. Less money for schools equates less money for salaries."
- "We have not been able to offer competitive salaries with the rest of the state."
- "Limited salary growth in the district due to high cost of benefits and the fact that the revenue limits restrict growth."
- "Less movement of teachers late in the summer."
- "It has not affected it except for delay and caution."
- "Uncertainty is a problem."

"Revenue caps and loss of 2/3 of funding are hurting us."

"Lower starting salaries, due to revenue caps, have limited the number of teaching applicants."

"We are cautious about additional staffing and analyze carefully and replacement staff. It makes planning very difficult, especially when the legislature hasn't approved a budget until after the start of the school year."

"Restricted budgets – restrict the amount our teacher packages can increase to attract teachers."

"We need to pay physics teacher 10 years experience and the budget makes it difficult to hire experienced teachers in shortage areas."

"We are not competitive with salaries."

"Salaries too low to attract some specialists."

"Due to state funding, our pay scale is lower than others which makes it difficult for hiring."

"Hurtful."

"Unable to add to salary scheduler. Low base pay."

"Less money, less staff."

"Limits what we can offer in salary to attract good teachers."

District responses categorized under *no effect or uncertain*:

(Responses of "no", "none", "unsure" or "no impact" are not recorded here but have been included in the calculation of the data.)

"Possibly, there maybe fewer early retirements than in the past."

"No affect. We are a growing district."

"They really haven't in our district."

"Most of the state budgets are created by legislatures and parties trying to position the other person or party to look bad politically."

"Passing of local referendum has allowed us to gain back staff that were decreased in the past."

"Most very good teachers are talking about leaving the profession."

"An operating referendum has allowed us to maintain programs. Without this we would have had major staff and program reduction."

"We are 80% funded, no problem as of yet."

"Using retired staff as half-time has helped us cut cost especially on health care."

"Lowering cost of staff is good."

"JFC would have made it difficult."

Written responses to the question, "Have the state budget difficulties had an affect on staff attrition/retirement in your district?"

District Responses of *not retiring or transferring*:

(Responses of "yes" are not included in this list but have been included in the calculation of the data.)

"Yes. More are staying longer."

"Yes. Especially on aides and programs like music, art and PE."

"The affect that it has is that we use attrition/retirement as a way to not fill a position, move staff around. Teachers are not retiring early."

"Yes – with declining enrollment, revenue caps, and increased accountability, it is harder to do more with less."

"Fewer seem to be retiring than expected; however, we have virtually no early retirement incentives."

"Teachers aren't retiring early because they can't afford health/dental insurance. And in turn ours has to make more budget cuts in order to operate."

"Early and mid career teachers are less likely to change school districts because they fear losing seniority."

"Yes, veteran teachers are increasingly expressing a desire to move to other districts and acting on that desire."

"Yes – negative public opinion regarding pay and benefits causes staff to get out of the profession rather than 57 or older."

"Yes – we cut staff as well as use attrition."

"Less retirement benefits encourage teachers to retire at a later time thus causing the district more for these years when we would have less turnaround."

"Yes, one person retired who might otherwise have continued."

"Everyone is afraid to move and become least union."

"Yes, we are not hiring teachers to add to our staff. Rather, through attrition, we hire new staff to replace retired staff."

"They are not retiring even though our package is a good one."

"Yes. Concerns about competitive salaries for recruitment of new staff."

Some staff postponing retirement."

"Yes – teachers here stay longer. District cannot afford insurance benefits for retirees."

"Not so far, higher class sizes."

"People are not retiring based on negative feelings about the future."

"Staff retire at a later age because of insurance costs."

"Not that many people are using to retire. We had 4 retirements this year where before we averaged 15-20."

"Yes. It has had a tremendous and negative affect."

"Yes, because employees need insurance they work longer than they would like."

"Yes, in 5 years the RLASD has reduced its budget increases of 2500000, approximately 10%."

"People are not retiring when eligible because of health insurance costs."

"Not yet but it will. The anticipated increased cost of health insurance has kept most people from retiring."

"A couple of staff members who are eligible to retire continue to work."

"Yes! We spend countless hours manning for the budget cycle and staffing needs."

"Yes, we only fill when absolutely necessary."

"Health insurance benefits in retirement have sky rocketed making impossible to increase retirement health benefits."

"Yes. Can't pay retirees post retirement insurance."

"People are staying put, not retiring early. Positions which become vacant due to attrition are restructured or remain unfilled."

"Staff have been more reluctant to retire and are concerned with long term stability of the system."

"Health insurance has slowed number of retirees."

"Members who are currently eligible are waiting. Most of this is due to the cost of health insurance."

"Yes. Veteran staff aren't retiring due to health insurance costs and post-employment benefits are too expensive."

"Yes! We see more and more possible retirees not retiring due to worries about benefits and school budgets."

"People are staying longer because our retirement benefits are not as big an incentive as they once were."

"Escalating health insurance costs are causing staff to delay retirement."

"The state of the general economy is causing teachers to remain in school and not retire."

"Some have delayed retirement due to health insurance increases."

"Yes, less retirements than expected."

"Less retirements."

"More teachers have stayed on longer because of uncertain financial hardships in the state."

"Teachers tend to stay longer."

"Early retirement benefits have adversely affected our ability to manage local budgets. They drain large amounts of funds."

District Responses of *are retiring or leaving*:

"I believe that the district's early retirement incentives are more of a factor at this time."

"More senior staff are retiring to take advantage of current health benefits available for retirees at this time."

"Economy. One teacher could retire due to her annuity fund."

"Yes, staff are getting out of education."

"We had 3 retirements. One position is being filled, one is not due to fewer children and one is being evaluated."

"We are losing teachers because of potential layoffs. Some are seeking other jobs before they may face RIF."

"Yes – teachers are moving to local districts that pay more."

"We lost a good staff member to a larger district because he was facing a cut for 2006-2007."

"Some teachers have left the profession due to low salaries."

"Since salaries have been held down by available dollars, some mid-career teachers have chosen to leave the profession."

"Younger teachers are wanting to retire."

"Three, maybe fewer early retirements than in the past."

"I believe that senior staff who still enjoy teaching are leaving because of the reductions; increased class size and reductions in program support."

"The low pay for starting salaries could be a factor in young adults moving into other careers versus education."

"Definitely, many have taken early retirement options."

"Teachers move on to other districts for higher salary."

"Tenured staff look at retirement earlier as higher benefit costs, lower wages, impact retirement numbers."

"Yes – everyone is getting out while they can."

"We had several teachers retire early because they thought they would lose retirement benefits."

"We've had many teachers consider early retirement incentives."

District Responses of *laying off or not filling positions*:

"In years to come, we will not be filling jobs due to attrition to staff within budget."

"We have not replaced all retirees."

"Did not fill vacancies created by retirements in most cases."

"We just keep reducing and cutting positions."

"We have had to use attrition to eliminate positions."

"Using retirement and attrition to reduce staff."

"Limited affect, 2 teaching positions not filled through attrition."

"Some positions are not filled. Class sizes have increased."

"Yes. One position lost through attrition."

"Yes, we did not replace 3 staff."

"Yes, reduced 9.75% of staff for next year."

"Layoffs."

"Yes, we have reduced 4 positions in past two years."

"Family and Consumer Education position dropped when staff member retired 2 years ago."

"Due to the budget difficulties, we have reduced our faculty through attrition as retirements have occurred over the past five years."

"Sure. Layoffs are common and those people increase the surplus."

"Whenever possible, elementary retirements have not been replaced."

"We are combining classrooms as attrition allows. One combined 5th and 6th this year, 2nd and 3rd next year."

"Yes we have reduced staff."

"Staff turnover is low. Where else can they go? Layoffs are the norm in this area."

"As teachers retire, we are not replacing them. We did not replace a third grade teacher who retired this year. We will not replace an English/French teacher."

"Positions that have not been filled were due to declining enrollment."

"Not replacing all retirees."

"We had a large para professional lay-off for the 2002-03 school years."

District Responses of *no effect*:

(Responses of "no" or no affect are not recorded here but have been included in the calculation of the data).

"Not yet."

"We have not noted an affect in our small staff and school."

"No, but medical coverage has impacted decisions and will continue to be a reason some people stay on the job."

"Not at this time. Retirement is delayed due to the cost of health insurance."

"Not at this time. Within 3 years should have many retirements. Have to decide at that time whether to replace."

"Not yet, our base/entry salary is competitive in our geographic area."

"Not as much as the CBA (Collective Bargain Tag Agreement) is having; OREB obligations."

"Not as much as the stock market."

"No. But the Collective Bargaining Agreements have."

"The state budget difficulties have not had an affect on staff attrition/retirement in our district."

No – cost of insurance has kept people longer."

"Not really as retirees would retire anyway. Although as we look at contract negotiations a consideration is for reducing benefits."

"Not in the current years but this has impacted our district in the past."

"We have become creative at using retirees in part-time assignments that are otherwise difficult to staff."

"Not yet, we do foresee this in the future."

"Depends whose budget passes! Under current legislation proposal we will need to make significant programming adjustments."

Appendix D

Program Completer Survey Participating Colleges and Universities

Cardinal Stritch University
Lawrence University
Marian College
Marquette University
Mount Mary College
Silver Lake College
St. Norbert College
Wisconsin Lutheran College
UW-Madison
UW-Oshkosh
UW-Parkside
UW-Stevens Point
UW-Stout

Appendix E

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 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/Consumer Ed Early Childhood: EEN
 ESL/Bilingual English/Language Arts Music Cross Categorical
 Foreign Language General Science Phys. Ed Deaf/Hearing Imp.
 Library/ Media Journalism/Speech Technology Ed Visually Imp.
 Reading Specialist Mathematics Other Speech/Lang. Path.
 Reading Teacher Physics AdministratorsPT/OT
 School Counselor Social StudiesCurriculum Director Other
 School Nurse Other Director of Special Ed
 School Psychologist Elementary Principal
 School Social Middle School
 Worker Principal
 Other High School Principal
 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 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/Consumer Ed Early Childhood: EEN
 ESL/Bilingual English/Language Arts Music Cross Categorical
 Foreign Language General Science Phys. Ed Deaf/Hearing Imp.
 Library/ Media Journalism/Speech Technology Ed Visually Imp.
 Reading Specialist Mathematics Other Speech/Lang. Path.
 Reading Teacher Physics AdministratorsPT/OT
 School Counselor Social StudiesCurriculum Director Other
 School Nurse Other Director of Special Ed
 School Psychologist Elementary Principal
 School Social Middle School
 Worker Principal
 Other High School Principal

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

7.) Name of District where you are employed: