



Educator Supply and Demand in Illinois

2004 Annual Report

Illinois State Board of Education

Jesse H. Ruiz, Chairman
State Board of Education

Dr. Randy J. Dunn
State Superintendent of Education (Interim)

FOREWORD

The Illinois State Board of Education respectfully submits this annual report to the Governor, the General Assembly, and institutions of higher education in fulfillment of the requirements of Section 2-3.11c of the School Code [105 ILCS 5/2-3.11c]. This report addresses the relative supply and demand for education staff in Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other certificated and non-certificated personnel by field, content area, and levels;
2. state and regional analyses of fields, content areas, and levels with an over/under supply of educators; and
3. projections of likely high/low demand for educators in a manner sufficient to advise the public, individuals, and institutions regarding career opportunities in education.

Additional information is provided on workforce composition, retirement projections for educators, and attrition rates.

Questions concerning this report may be referred to Jim Sweeney (jsweeney@isbe.net), Principal Consultant, Data Analysis and Progress Reporting Division, Illinois State Board of Education, (217) 782-3950.

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Summary of Findings

Following is a summary of the findings from the 2003 annual report on educator supply and demand prepared to fulfill the requirements of Section 2-3.11c of the Illinois School Code.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply includes all educational personnel available to the schools, regardless of whether they are currently employed by schools or not. Indicators of supply include: (1) personnel retained from the previous year; (2) newly certificated personnel; (3) re-entering personnel, i.e., newly hired educators with prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs and recent program completers.

(1) Retention rates remain high. The largest supply of educators is the previous year's workforce. In 2004, over 140,000 educators, or 92% of the previous year's workforce was retained in Illinois public schools (84% in the same position and 8% in a different position). For teachers, about 87% were retained in the same position and an additional 6% were retained in another position.

(2) There has been an increase in the number of certificates issued over the last five years. The second largest source of supply is newly certified or "first-time" teachers. Since 1999, new certificates issued to teachers have increased over 6% a year, on average. New certificates issued to school service personnel have increased 11% per year and those issued to administrators, 9%. Provisional teaching certificates increased 36% a year over the same time period.

(3) The number of re-entries hired decreased this year. The third major source of supply includes educators returning to the profession. Re-entries provide a good gauge of another facet of supply, the "reserve pool" which includes individuals who are credentialed, but not employed as educators. Between 1997 and 2001, the number of re-entries hired increased 67%, from a low of 3,172 to 5,301. For the last three years the trend has been erratic, decreasing 30% in 2002, increasing 28% in 2003, and then decreasing 24% in 2004.

(4) Students in the Pipeline. Between 1999 and 2002, the number of students enrolled in graduate and undergraduate education programs increased by an average of 7%, from about 40,000 to over 48,500. The number of students completing an approved program of teacher education increased at an even greater rate, 9% (from 10,876 to 13,934) in the same time period. Comparable data for education program enrollments and program completers was not collected in 2003.

Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include: (1) changes in student enrollments; and (2) workforce growth.

(1) K-12 Student enrollments are expected to continue growing but only at the secondary level. Illinois public school enrollments have been increasing since 1990, and that overall trend is expected to continue through 2008. But all of the growth in the next few years will be at the

secondary level. Elementary enrollments are expected to decline. Such a change will affect the relative demand for secondary and elementary teachers.

(2) The teacher workforce decreased for the first time in ten years. There was a 2% decrease in the teacher workforce downstate and an unprecedented 27% decrease in the reported number of full-time teachers in Chicago. While the number of administrators and other certified staff also decreased, it is unclear whether this represents a reduction in the workforce or if it is the result of code changes in these two categories of the Teacher Service Record.

II. Over/Under-Supply of Educators

Educator shortages were analyzed in three ways: (1) Over/under production of new educators; (2) Unfilled positions; and (3) District ratings of supply.

(1) Over/under production of new educators provides an indication of whether enough educators are produced by colleges and universities each year. For each subject area or position, the number of individuals receiving their first certificate in a given year is compared with the number of first-time educators hired the following year. Due to competition from private schools, industry, and other states, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants. The following were found for 2004:

- Areas/positions of **likely under-production** include: Special education, nurses, math, and physical education.
- Areas/positions with the **greatest over-production** were: administrators, guidance counselor, and social science.

(2) Unfilled positions were examined to see where regional shortages exist (i.e., where supply has not met local demand despite the relatively large number of teachers entering the workforce each year).

- **Illinois school districts reported 1,409 unfilled positions on October 1, 2003.** The areas or subjects with the greatest number of unfilled positions were:

Self-contained elementary	236
Cross categorical	153
Speech and language	97
Library/Media	74
Learning disabled	71
- **The number of unfilled positions has decreased significantly the last three years.** The number of unfilled positions peaked in 2001 at 2,637. Since then, the number has decreased to 1,409 or about 18% a year, on average.
- **The vast majority of unfilled positions were in the Chicago District 299 (70%).** Cook and the collar counties contained 21% of the unfilled positions while downstate only accounted for 8% of the total.

(3) District ratings of supply indicate over/under-supply from the local perspective. Overall, the number of districts reporting shortages decreased from last year.

- While their relative positions changed slightly, the twelve positions with the most severe shortages have remained the same for the last three years with special education topping the list. On a positive note, the number of districts reporting an adequate supply of applicants increased 40% and the number reporting overages increased by 28%. Rank ordered by the number of districts reporting shortages, the twelve are:

	#-Districts with Shortages	Change from 2003
1. Special Ed - Speech & Lang.	331	10%
2. Special Ed - Behavior Disordered	295	1%
3. Special Ed - Cross Categorical	283	3%
4. Special Ed - Learning Disabled	282	-5%
5. Foreign Language - Spanish	246	-2%
6. Mathematics	259	-5%
7. Special Ed - EMH	228	0%
8. Psychologist	208	-1%
9. Science - Physics	208	9%
10. Science - Chemistry	206	4%
11. Librarian/Media Specialist	216	13%
12. Guidance Counselor	209	5%

- In 2004, there were only four positions where districts reported more overages than shortages: Self-Contained Elementary, Social Science, Physical Education, and English Language Arts.

III. Projections of likely high demand

Projections of likely high demand areas were made in order to advise the public of future career opportunities in education. Through 2008, it is estimated that Illinois will need over 37,000 regular and over 8,500 special education teachers. Historically, re-entries have filled just over 40% of teacher vacancies each year so Illinois schools will need to hire approximately 18,400 re-entries and 27,500 first-time teachers over the next four years. In that same time period, Illinois is expected to need about 2,700 administrators and 3,500 other certified staff.

In terms of **number**, the categories with the largest number needed through 2008 are:

(a) non-instructional staff

- Social worker; elementary principal and assistants; guidance counselor, and psychologist.

(b) teachers

- Self-contained elementary; special education; English language arts; mathematics; science; social science; and physical education.

In terms of the ***percent of the 2003 workforce***, the greatest needs through 2008 are:

(a) non-instructional staff

- Social worker; junior high principal and assistants; psychologist, and elementary high school principal and assistants.

(b) teachers

- Bilingual; alternative education; Spanish; English as a second language; consumer education; health occupations, and special education.

I. Relative Supply and Demand for Educators

Supply Indicators

Supply, in its broadest sense, includes all educational personnel available to the schools, regardless of whether or not they are currently employed within the school system. This section provides information on various indicators of supply, including: (1) personnel retained from the previous year; (2) newly certified individuals; (3) re-entering personnel (i.e., newly hired educators who had prior experience); and (4) students in the pipeline (i.e., those currently enrolled in professional preparation programs and recent program completers).

Personnel Retained from the Previous Year

Historically, the largest supply of educators is the previous year's workforce. The total educator workforce includes teachers, administrators, school service personnel, and other certified staff. As shown in **Table 1**, 84% of the 2004 educational workforce was employed in the same position as they were the previous year. Another 8% were retained in Illinois public schools, but in a different position. Thus, 92% of all educators in Illinois were still in public education in 2004, which is virtually the same percentage retained in the last three years and is slightly up from the 91% reported in 2000.

While the overall percentage of educators retained was virtually the same as last year, there was considerable variation in the percent retained within the various categories of educators due to changes in the Teacher Service Record position codes. For example, only 48% of Other Certified Staff were retained in the same position in 2004 compared to 86% last year. Similarly, only 66% of administrators were retained in the same position this year while 84% were in 2003. This is to be expected as the most code changes were made to Other Certified Staff positions.

On the other hand, there were relatively few changes made to codes for instructional staff or school service personnel. Consequently, there was relatively little change in the percent retained in either the same or different positions for these two categories when compared to last year's numbers.

Position	Total FT 2003	Retained in 2004			Retained in 2003		
		In Same Position	In Different Position	Total	In Same Position	In Different Position	Total
Administrative	9,438	66%	25%	91%	84%	8%	92%
Instructional	130,773	87%	6%	92%	89%	4%	93%
Other Certified Staff	4,633	48%	41%	89%	86%	7%	93%
School Service Personnel	8,041	91%	3%	93%	92%	1%	93%
All Educators	152,885	84%	8%	92%	89%	4%	93%

Newly Certified Educators

The second largest source of supply is newly certified educators. In Illinois, the number of new certificates issued is counted annually according to the fiscal year (i.e., July 1 to June 30). In order to be considered as supply for the 2003-04 school year, teachers had to be certified in the previous fiscal year (i.e., July 2002 to June 2003).

Since fiscal year 1999, the number of new instructional certificates issued increased by 6% a year, school service personnel certificates have increased 11%, and administrative certificates have increased 9% (see **Table 2**). During that same period, the number of substitute certificates issued has increased 8% a year.

While the number of new teaching certificates has increased by 6.5% a year since 1999, the number of *individuals* receiving them has only increased 3.6% (from 11,143 in 1999 to 13,050 in 2004). Thus, part of the increase in the number of elementary and secondary certificates (and the corresponding decrease in special teaching certificates), is probably due to teachers choosing to “split” their K-12 special teaching certificates and instead receive an elementary and a secondary certificate this year. As a result, the 6.5% increase in instructional certificates may exaggerate the apparent supply.

Type	1999	2000	2001	2002	2003	2004	Avg. Change
3 Elementary	5,534	4,987	7,433	7,318	7,634	8,333	10%
4 Early Childhood	857	641	773	785	766	887	2%
9 Secondary	3,455	3,324	5,599	5,358	5,622	6,218	15%
10 Special Teaching	3,281	2,753	1,874	1,700	1,286	1,640	-11%
Total Instructional	13,127	11,705	15,679	15,161	15,308	17,078	6%
5 Provisional Early Childhood	1	11	5	14	13	15	227%
30 Provisional Elementary	25	45	59	116	50	87	45%
31 Provisional High School	26	37	47	126	72	78	41%
33 Provisional Special Teaching	41	36	68	142	76	89	31%
Total Provisional	93	129	179	398	211	269	36%
73 School Service Personnel	710	708	784	865	967	1,185	11%
74 Provisional SSP	27	26	28	43	40	43	12%
Total SSP	737	734	812	908	1,007	1,228	11%
75 Administrative	1,464	1,403	1,536	1,628	1,745	2,236	9%
76 Provisional Admin.	12	12	11	16	17	21	13%
Total Administrative	1,476	1,415	1,547	1,644	1,762	2,257	9%
39 Substitute	10,503	12,117	12,528	17,726	17,540	14,582	8%

Another positive finding is the 36% average increase in the number of provisional certificates issued to teachers over the last four years. Provisional teaching certificates are issued to individuals that hold an equivalent certificate from another state but lack one or more of Illinois requirements (e.g., testing). While the number is relatively small, an increase in the number of provisional certificates shows Illinois is attracting teachers from other states.

Re-entering Personnel

Educators returning to the profession are the third largest source of supply. In addition to being an important source of new hires, the number of re-entries is an important indicator of another facet of supply—namely, the reserve pool. For example, the historical data shows that the number of teachers returning to the profession had a dramatic peak in school year 1995, which is most likely due to the large number of vacancies created by the early retirement incentive that year. In 1994, only

3,300 re-entering teachers were hired. The following year the number ballooned to more than 5,400, an increase of 62%, or nearly 2,100. There was a large drop in 1996 and a minor decline in 1997, after which there were four straight years of increases between 1997 and 2001, and the number of re-entries increased 67%, from 3,172 to 5,301.

For the last three years, however, the number of re-entries hired has seesawed. In 2002, there was an unexpected decrease of over 30% (or 1,660) followed by a rebound in 2003 of 28% (or 1,169). This year, the number hired once again decreased, this time by 24% or (1,272). (See **Table 3.**)

Position	Total FT 2004	Re-entries		Change from 03
		N	%-FT	
Administrative	9,263	183	2%	-15%
Instructional	122,040	3,438	3%	-27%
Other Certified Staff	4,543	109	2%	-27%
School Service Personnel	8,900	319	4%	16%
All Educators	144,746	4,049	3%	-24%

Students in the Pipeline

Students currently enrolled in Illinois professional preparation programs are the best indicator of future supply. Tracking enrollment trends in both teacher preparation and alternative routes to certification, should indicate whether the educator supply is likely to increase or decrease in the next three to four years. Students who have recently completed an approved education program in Illinois (i.e., program completers) are the best indicator of the potential number of new teachers. Projections of the future supply could be improved by tracking how many program completers actually receive certification in Illinois and how many of them return to their home states.

Unfortunately, the question dealing with education program enrollment data was inadvertently left off of the collection form in 2003, so the most current data available is from the 2002 school year. As **Table 4** shows, there were 26,348 undergraduate and 22,195 graduate students enrolled in professional preparation programs in 2002.

Professional Preparation Enrollments					Avg. Change	
	1999	2000	2001	2002	n	%
Undergraduate Full-Time	21,806	19,612	22,277	23,299	498	3%
Undergraduate Part-Time	3,087	2,744	3,236	3,049	-13	0%
Total	24,893	22,356	25,513	26,348	485	2%
Graduate Full-Time	3,415	3,857	4,884	4,980	522	14%
Graduate Part-Time	11,709	12,114	13,898	17,215	1,835	14%
Total	15,124	15,971	18,782	22,195	2,357	14%

SOURCE: Division of Professional Preparation

While nearly all of the undergraduates (88%) were enrolled full-time, the vast majority of graduate students (78%) were enrolled only part-time.

The major concern in 2001 was the 10% decline in undergraduate enrollments between 1999 and 2000. However, a 14% increase in undergraduate enrollments in 2001 more than made up for that dip, and the average growth over the last three years in undergraduate enrollments is a modest 2%, or 485 students a year. Graduate enrollments, on the other hand, continue to grow at a healthy pace. In 2002, part-time enrollments were up 24% or 3,317 students. While full-time graduate enrollments were only up 2% this year, they increased nearly 27% the previous year. Over the last three years, graduate enrollments have grown 14% a year for both part-time and full-time students.

Fifty-six institutions reported nearly 14,000 program completers in 2002, an 11% increase over the previous year. In 2002, most of the program categories increased moderately (5-9%) except Special Education and Administrative Programs both of which decreased 6%.

Unfortunately, only 48 institutions reported data in 2003, so the data is not comparable to previous years. As **Table 5** shows, the 48 institutions reported just over 12,000 program completers in 2003. Even with eight institutions missing, the number of program completers increased by an average of 3% a year since 1999 with the biggest increase occurring in school service programs (16%). In last year's report, the average increase in program completers was 9% a year.

	1999	2000	2001	2002	2003*	Average Change (99-03)
Early Childhood	638	638	584	621	560	-3%
Elementary	3,953	3,715	4,243	4,453	4,218	2%
Secondary Programs	2,228	2,882	2,506	2,719	2,363	3%
K-12 Programs	854	788	948	1,065	1,075	6%
Special Education Programs	1,495	1,322	1,889	1,770	963	-5%
School Service Personnel	528	677	508	555	843	16%
Administrative Programs	1,180	1,179	1,760	1,659	1,607	10%
Alternative Certification	0	0	66	1,092	214	-
Other	0	0	0	0	251	-
Total:	10,876	11,201	12,504	13,934	12,094	3%

*Only 48 of 56 Institutions reported program completers in 2003.
SOURCE: Division of Professional Preparation

Demand Factors

Demand refers to the need for educational personnel to fill positions. This section presents information on the various factors of demand, including: (1) changes in student enrollments; (2) workforce growth; (3) retirement projections; and (4) attrition rates (i.e., the rate at which educators leave the profession).

Data in this section were obtained from two sources: the 2003 Public School Enrollment Projection Report, and the 2003-04 Teacher Service Record (TSR). The TSR contains employment data on all certified Illinois public school personnel and is collected each fall by the Illinois State Board of Education. In 2002, Chicago District 299 filed in the same format as the rest of the state for the first time. As a result, thousands of positions and assignments in Chicago changed codes. In 2004, dozens of TSR position and assignment codes changed for the whole state. Thus, the reader must use extreme care in interpreting trends based on TSR staffing data from the last three years.

The most current file that could be used for this study contains data from the 2003-04 school year. Where abbreviated, data from 2002-03 are referred to as "2003" and data from the 2003-04 school year are referred to as "2004." For comparative purposes, 2004 is considered the "current year" and 2003, the previous year.

Changes in Student Enrollments

At the aggregate level, there is a direct relationship between student enrollment and demand for educators. Illinois public school enrollments have been increasing since school year 1990, and that trend is expected to continue through school year 2007 (Illinois State Board of Education, 2003). All of the growth, however, will be at the secondary level which will increase the demand for high school teachers.

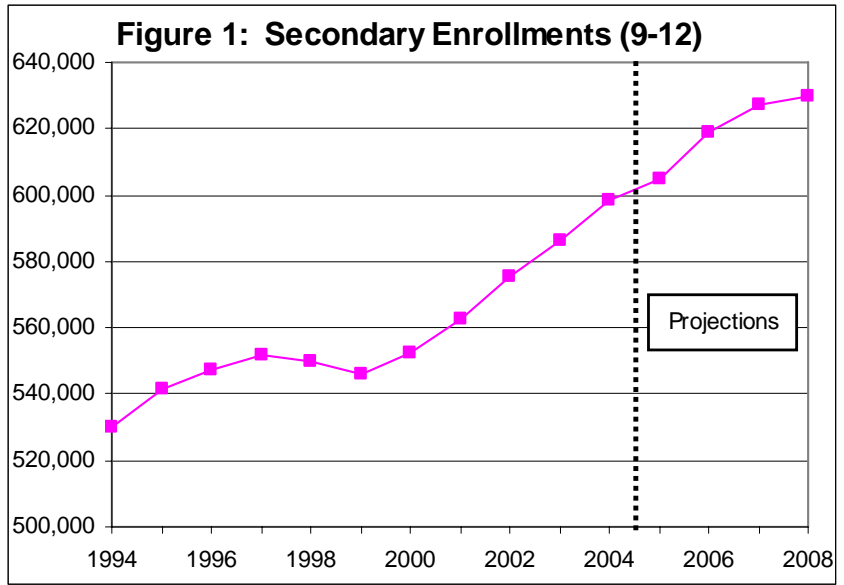
Total Illinois public school enrollment for school year 2004 was 2,020,939, an increase of more than 25,000 students, or 1.3% over the previous year (see **Table 6**). This is nearly double the increase in 2003 and is moderately higher than the five-year trend where total enrollments increased just under 1% or about 17,000 students per year. However, it is expected that K-12 enrollments will remain relatively constant for the next four years increasing by only 2,000 students per year. In contrast, secondary enrollments are expected to increase substantially over the same time period. It is predicted that by the year 2008, secondary enrollments will increase by over 30,000 students (5%) while elementary enrollments will decrease by nearly 24,000 students (-2%).

TABLE 6: Enrollment Projections through School Year 2008

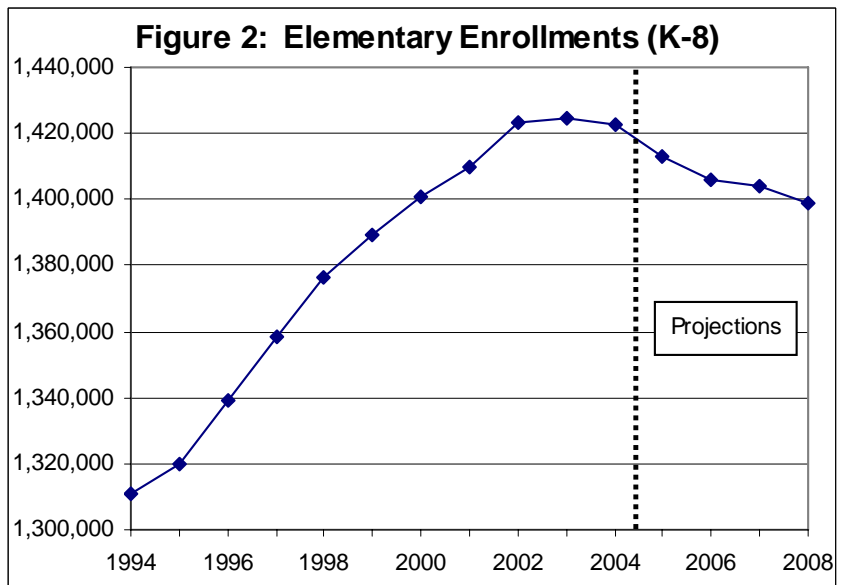
	2003	2004	Ann. Change		2008		
			n	%	Projected Enrollment	Change (02)	
						n	%
Elementary	1,424,896	1,422,534	(2,362)	-0.2%	1,398,963	(23,571)	-2%
Secondary	586,181	598,405	12,224	2.1%	629,767	31,362	5%
TOTAL	2,011,077	2,020,939	25,628	1.3%	2,028,730	7,791	0.4%

As can be seen in **Figures 1 and 2**, secondary enrollments are expected to increase through 2008, while elementary enrollments peaked in 2003 and then begin a steady decline for the next four years.

Secondary enrollments for 2003-04 were 598,405, an increase of over 12,000 students (2.1%) over last year (see **Figure 1**). Over the last four years, secondary enrollments have increased by 45,000 students, or an average of 2% a year. Prior to 1999-00, however, the five-year average growth rate was only 0.4% and enrollments decreased in two of those years (1997-98 and 1998-99). Over the next four years, secondary enrollments are expected to continue growing at an average of 1.3% a year, peaking at nearly 630,000 in 2008. This represents an increase of 5.2% or 31,000 students over the 2004 enrollment.



As **Figure 2** shows, elementary enrollments peaked in 2003 at about 1,425,000 capping a 15 year growth trend. This year they decreased by almost 2,400 students (-.2%). The downward trend is expected to continue for the next four years, with K-8 enrollments declining nearly 6,000 students a year. The decrease in elementary enrollments is believed to be due to the decrease in the number of live births, which peaked in 1990 at 195,499, and declined each of the next seven years to a low in 1997 of 180,649 (an 8% decrease).



Statewide enrollment patterns indicate that either class size or demand for teachers will increase at the secondary level. Conversely, at the elementary level, demand for teachers or class size is likely to decrease slightly.

Workforce Growth

Total Educator Workforce

Since 1991, the educational workforce has increased in response to growth in student enrollments and increases in educational spending. Prior to 2002, the teacher workforce increased, on average, by over 2,500 teachers a year (or 2.1%), while the administrator workforce grew by 3.7%, or over 300 administrators a year. However, in 2002, there was virtually no growth in the educator workforce. The total educator workforce remained under 150,000 which was virtually the same size as the previous year. That plateau seems to be an anomaly because in 2003, the total full-time educator workforce increased by 2.5% (or nearly 3,700), to a historical high of nearly 153,000 full-time staff.

It was expected that the growth trend would continue this year, albeit at a much slower pace due to shrinking district budgets. Instead, the total educator workforce decreased by over 5%, largely due to a decrease in the teacher workforce. However, in 2004 the Teacher Service Record underwent an extensive revision of its position and assignment codes. More specifically, 16 of the old position codes were eliminated (40%) and nine new codes were added. Some of the positions eliminated were subsumed, in whole or in part, by the new categories. As a result, the 2004 data are not readily comparable to previous years for trend analysis (see **Table 7**).

There were no changes made to the teaching positions and the effects of the code changes were minimal for the School Service Personnel category, where the addition of a new position, Speech and Language (non-teaching), accounted for nearly all of the increase from last year (i.e., 855 of 859). The hardest area to interpret is Other Certified Staff. While four new positions were added and eight positions were eliminated, the overall change from last year (-90) was relatively small.

	2004 FT	Change From 2003	
		N	%
Administrators	9,263	-175	-1.9%
Teachers	122,040	-8,733	-6.7%
School Service Personnel	8,900	859	10.7%
Other Certified Staff	4,543	-90	-1.9%
Total Workforce	144,746	-8,139	-5.3%

Changes in the teacher and administrator categories are discussed below.

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2004 was 9,263, a decrease of 175 administrators (or, 1.9%) over last year's total (see **Table 8**). While the number of full-time administrators downstate was virtually unchanged, the administrator force in Chicago decreased by over 9%.

As stated above, it is hard to interpret these numbers due to changes in the data collection methodology. For example, in 2002, Chicago's administrative force nearly doubled due to the reclassification of positions rather than an increase in the actual number of administrators employed. For example, over 600 teachers were reclassified in 2002 as assistant principals, administrative assistants, and assistant directors.

TABLE 8: Administrator Growth Rates

	State		Downstate		Chicago	
	04-FT	Change	04-FT	Change	04-FT	Change
1996-97	7,705					
1997-98	7,872	2.2%	6,936		936	
1998-99	8,100	2.9%	7,113	2.6%	987	5.4%
1999-00	8,315	2.7%	7,299	2.6%	1,016	2.9%
2000-01	8,551	2.8%	7,492	2.6%	1,059	4.2%
2001-02*	9,411	10.1%	7,569	1.0%	1,842	73.9%
2002-03	9,438	0.3%	7,656	1.1%	1,782	-3.3%
2003-04**	9,263	-1.9%	7,647	-0.1%	1,616	-9.3%

*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly as did the definition for *full-time teacher* in Chicago.

Teacher Workforce Growth

In the ten years prior to 2002, the total number of full-time teachers in Illinois increased an average of 1.9% a year. In that time, the full-time teaching force grew from 105,993 in 1990-91, to 127,323 in 2001, and it increased every year except school year 1994, when the total employed dropped about 550 due to a decrease in Chicago of more than 1,500 teachers (see **Table 9**). In the five years prior to 2002, the increase was even more dramatic—the workforce increased by an average rate of 2.4%, or about 3,000 teachers a year. In that time, the downstate teaching force increased an average of 2.8% while Chicago’s force grew about 1% a year.

For the first time in ten years, the total full-time teaching force declined. The total number of full-time teachers employed in Illinois public schools in school year 2004 was 122,040, a decrease of nearly 9,000 teachers (or -6.7%) over last year. Downstate showed nearly a 2% decrease over last year while Chicago showed an unprecedented 27% decrease in full-time teachers.

Table 9: Teacher Workforce Growth Rates

	State		Downstate		Chicago	
	Total-FT	Growth	Total-FT	Growth	Total-FT	Growth
1988-89	102,542		80,696		21,846	
1989-90	103,577	1.0%	81,240	0.7%	22,337	2.2%
1990-91	105,993	2.3%	83,234	2.5%	22,759	1.9%
1991-92	107,482	1.4%	84,837	1.9%	22,645	-0.5%
1992-93	108,670	1.1%	85,208	0.4%	23,462	3.6%
1993-94	108,118	-0.5%	86,220	1.2%	21,898	-6.7%
1994-95	110,104	1.8%	87,592	1.6%	22,512	2.8%
1995-96	112,853	2.5%	89,820	2.5%	23,033	2.3%
1996-97	115,644	2.5%	92,121	2.6%	23,523	2.1%
1997-98	118,091	2.1%	94,622	2.7%	23,469	-0.2%
1998-99	121,179	2.6%	97,540	3.1%	23,639	0.7%
1999-00	124,279	2.6%	100,711	3.3%	23,568	-0.3%
2000-01	127,323	2.4%	103,247	2.5%	24,076	2.2%
2001-02*	127,408	0.1%	105,190	1.9%	22,218	-7.7%
2002-03	130,773	2.6%	106,189	0.9%	24,584	10.6%
2003-04**	122,040	-6.7%	104,148	-1.9%	17,892	-27.2%

*Chicago used TSR codes for the first time and under-reported teachers.
**TSR assignment and position codes changed significantly as did the definition for *full-time teacher* in Chicago.

II. Over/Under Supply of Educators

This chapter presents information on the relative over- and under-supply of teachers and administrators in Illinois. The first section provides data on areas in which institutions may be producing too many, or too few educators. In the second section, the unfilled position data are used to identify regional shortages, i.e., where supply has not met local demand. The third section presents district ratings of the supply of applicants for their vacancies.

Over/Under Production of New Educators

In order to be able to say whether there is an over- or under-supply of educators, it is necessary to first determine whether or not enough educators are being produced each year. While an under-supply would definitely indicate an area of educator shortage, the converse is not necessarily true. For example, while there is an abundance of Administrative and Guidance Counselor credentials issued each year, many districts still find it difficult to fill vacancies in those positions.

Table 10 compares the number of individuals receiving their first certificate in fiscal year 2003 with the number of first-time educators hired in the 2003-04 school year. All positions and subject areas produced more newly-certified individuals than first-time hires in 2004. When looked at as a ratio of number certified over the number hired (i.e., A/B), the areas and positions with the greatest **over-production** were the same as the previous year: administrators, guidance counselors, and social science teachers. Due to competition from private schools and industry, it is desirable to produce at least two people for every opening to ensure an adequate supply of quality applicants for Illinois public schools. Using the ratio of 2:1 as the criterion, areas of likely **under-production** include: special education, nurses, math, and physical education.

	A		B		Over/Under Production	
	First Certs Issued FY03		First Timers Hired 2004		A - B	Ratio
Administrative*	1,829		709		1,120	2.6
Instructional						
Art	426		121		305	3.5
Bilingual	511		103		408	5.0
Elementary	7,634		2,311		5,323	3.3
English Lang. Arts	3,292		656		2,636	5.0
Foreign Lang-Other	184		73		111	2.5
Foreign Lang-Spanish	476		161		315	3.0
Health	149		32		117	4.7
Math	877		479		398	1.8
Music	448		191		257	2.3
Physical Education	578		311		267	1.9
Science	1,184		410		774	2.9
Social Science	3,679		338		3,341	10.9
Special Education	1,307		1,132		175	1.2
School Serv Personnel						
Guidance Counselor	196		56		140	3.5
Nurse	68		43		25	1.6
Psychologist	127		65		62	2.0
Social Worker	388		140		248	2.8
Speech & Language	186		82		104	2.3

*Note: Both First-Time and Teachers that Changed Positions are included in the administrator count.

Regional Shortages: Unfilled Positions

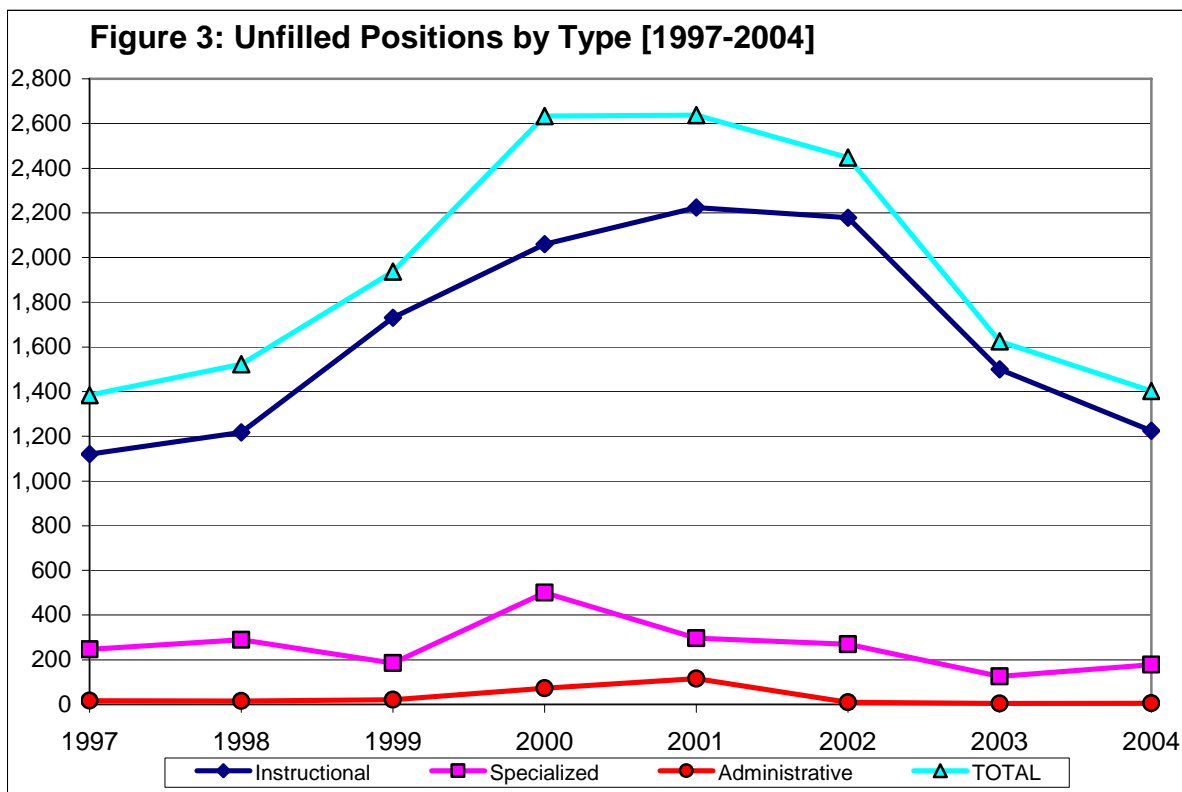
Each year the Illinois State Board of Education collects information from school districts on positions not filled as of October 1. Unfilled positions refer to positions that were budgeted by districts for the school year but were not filled because of reasons such as the lack of qualified applicants. They are the bottom line in the supply-demand equation because they show where supply has not met demand at the local level—regardless of the number of new teachers produced at the state level.

The last such survey of unfilled positions was completed as of October 1, 2003, where Illinois public schools reported a total of 1409 unfilled positions, 216 less than reported in the previous year (see **Figure 3**). The areas with the greatest number of unfilled positions in the 2004 school year were:

Self-contained elementary	236
Cross categorical	153
Speech and language	97
Library/Media	74
Learning disabled	71

For the complete list of unfilled positions by subject area, see **Appendix B**.

Prior to the 2001 school year, the big concern was the rate at which the number of unfilled positions was growing. Between 1996 and 2001, the total number of unfilled positions increased 90%, from 1,387 to 2,637. For the last three years, however, there has been a significant reversal in that trend. In 2002, unfilled positions decreased 7%, and in 2003 they decreased another 34%. This year, there was another 13% drop in reported vacancies for an average of 18% a year for the last three years.



Because they make up the vast majority of the unfilled positions, teacher vacancies closely mirror the trend for total unfilled positions. The number of teacher vacancies doubled between 1997 and 2001,

from 1,120 to 2,225. For the last three years, however, the number of teaching vacancies reported dropped 45%. In school year 2004, only 1,225 teaching vacancies were reported. Because the number of positions reported is dependent on a district's budget, the decrease in the number of unfilled positions may be a temporary phenomenon caused by the economic downturn over the last three years.

Up until 2001, the trend for administrators was even more alarming. The number of unfilled administrator positions increased over 500% between 1997 and 2001, from 17 to 115. In the last three years, however, there have been fewer than ten administrative unfilled positions reported each year.

Because they show where supply has not met demand, unfilled positions are perhaps the best indicator of regional shortages. In terms of regional distribution, the vast majority (991, or 70%) of the unfilled positions were in Chicago District #299. There were 299 unfilled positions, or 21% of the total, in the suburban Cook and the collar counties, and only 119 unfilled positions (8%) in the rest of the state.

District Ratings of Over/Under Supply

On the 2002-03 Unfilled Positions Survey, districts were asked to rate the supply of applicants for 48 positions on a five-point scale from Severe Under-Supply (-2) to Severe Over-Supply (+2). If the district was unable to accurately gauge the supply for a position (e.g., did not have any openings in the last 2-3 years or did not have it in their district), they were asked to mark Not Applicable (N/A).

Responses: Of nearly 32,000 ratings, the vast majority were in the not applicable category (60%). Twenty percent of the ratings indicated shortages (i.e., under- or severe under-supply) while only 4% indicated overages (i.e., over- or severe over-supply). Sixteen percent of the responses indicated an adequate supply. Overall, a greater percentage of districts reported an adequate or over-supply this year (20%) than last year (16%).

Subject Areas: The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first indicator calculated was the number of districts rating the position as a “shortage” area, i.e., either severe under-supply (-2) or under-supply (-1). The second indicator was the *Severity Index* which was derived by summing the ratings. Since under-supply ratings are negative, the lower the total, the greater the shortage.

As can be seen in **Table 11**, the same positions end up in the top twelve as the last two years—their order just changed slightly. For the third straight year, special education, Spanish, and mathematics were at the top of the list in terms of both the number of districts reporting a shortage and the severity of the shortage reported. Of the special education categories, Speech and Language remained in the number one spot. After declining 30% in 2003, this year there was a 10% increase in the number of districts reporting shortages in Speech and Language and the Severity Index increased 6% over last year. Conversely, for Learning Disabled there were decreases in both the number of districts reporting a shortage (-5%) and in the Severity Index (-12%). The other special education areas were somewhat counterintuitive in that there was a very slight increase in the *number* of districts reporting shortages, but the *severity* of the shortages decreased between 5 and 7%.

	2004 Severity Index	Change from 2003	#-Districts with Shortages	Change from 2003
1 Special Ed - Speech & Lang.	-526	6%	331	10%
2 Special Ed - Behavior Disordered	-419	-7%	295	1%
3 Special Ed - Cross Categorical	-373	-5%	283	3%
4 Special Ed - Learning Disabled	-360	-12%	282	-5%
5 Foreign Language - Spanish	-333	-8%	246	-2%
6 Mathematics	-305	-16%	259	-5%
7 Special Ed - EMH	-305	-7%	228	0%
8 Psychologist	-303	-3%	208	-1%
9 Science - Physics	-301	0%	208	9%
10 Science - Chemistry	-283	-3%	206	4%
11 Librarian/Media Specialist	-278	5%	216	13%
12 Guidance Counselor	-274	-2%	209	5%

In 2002, there were only three positions where districts reported more overages than shortages and thus, had a positive Severity Index. In 2003, there were five, and four of those were the same this year: Self-contained elementary, social science, physical education, English language arts. Overall, the number of districts reporting an adequate supply of applicants across all positions increased 40%,

on average, and the number reporting an over-supply increased by 28%. For a complete list of the positions and their respective ratings see **Appendix C**.

III. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. This year, a new methodology had to be used due to the large number of changes in the TSR position and assignment codes. Instead of attrition rates and workforce growth, the projections are based on the average number of new educators hired over a four year period. As was stated earlier, new educators consist of both re-entering and first-time staff. Because the 2004 data is incongruent, the previous four years (i.e., 2000-2003) was used to project the need for educators through 2008.

The same method was used to project demand for teachers and other educators, but the procedure for projecting the need for administrators varied slightly. First, the definition of *new administrators* includes administrators that were teachers the previous year since the vast majority of new administrators come from the teaching ranks. Second, data on teachers that changed to administrative positions was only available for 2001-2003, so only three years of data was used to project administrator demand. **Appendix D** shows the projected number needed and the relative need for the various categories of educators.

The findings that follow are presented in terms of: (1) the **largest number** of educators needed over the next four years, and more importantly, (2) the greatest **relative need** for educators defined as the total number needed over the next four years divided by the number employed in 2003 (i.e., percent of the 2003 workforce).

Largest number needed: It is estimated that Illinois will need about 11,500 new teachers a year or nearly 46,000 first-time and re-entering teachers through 2008. Included in this total are over 8,500 special education teachers and over 37,000 regular teachers. Over the next four years, it is estimated that Illinois will also need over 2,700 administrators and nearly 3,500 other certified staff. The categories with the largest number of educators needed through 2008 are:

Rank	Non-Instructional Staff	Number Needed
1	Social Worker	1,192
2	Elementary Principal/ Asst.	827
3	Other Administrators	615
4	Guidance Counselor	508
5	Psychologist	465

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	14,191
2	Special Education	8,557
3	English Language Arts	4,171
4	Mathematics	2,578
5	Science	2,475
6	Social Science	1,937
7	Physical Education	1,864
8	Music	1,380
9	Other Subject	1,374
10	Bilingual	1,304

Greatest relative need: As mentioned earlier, relative need speaks to capacity, or how much of the current workforce is going to be needed over the next four years. Categories on these lists have either large workforce growth rates, large attrition rates, or both. The categories with the greatest relative need through 2007 are:

Rank	Non-Instructional Staff	% of 2003 Workforce
1	Other Administrators	51%
2	Social Worker	43%
3	Jr. High Principal/ Asst.	37%
4	Psychologist	37%
5	High School Princ./Asst.	31%

Rank	Instructional Staff/Teachers	% of 2003 Workforce
1	Bilingual Education	80%
2	Other Subject	69%
3	Alternative Education	65%
4	Foreign Language (Spanish)	46%
5	English as a Second Language	46%
6	Consumer Education	44%
7	Health Occupations	44%
8	Special Education	41%
9	Agriculture	38%
10	At-Risk/Pre-K	38%

References

- Illinois State Board of Education. (2003). *Illinois Public School Enrollment Projections: 2003-04 – 2011-12*. Springfield, IL.
- Illinois State Board of Education. (2003). *Educator Supply and Demand*. Springfield, IL.
- Illinois State Board of Education. (2004). *Teacher Service Record*. Unpublished raw data. Springfield, IL.

Definition of Terms

SUPPLY

- Endorsements:** A credential on a certificate indicating the educator has met the minimum requirements for that assignment. These counts may be duplicates as one person can hold an unlimited number of certificates or endorsements.
- New Supply:** The number of newly certified individuals in a fiscal year (July 1 to June 30).
- Pipeline:** A source of future educator supply consisting of students enrolled in professional preparation programs in Illinois and current program completers who have not yet received certification.
- Program Completer:** In Illinois, a person who has met all the requirements of a state-approved teacher preparation program. Program requirements vary widely between certificates and between endorsement areas.

DEMAND

- Attrition:** An educator who was employed in an Illinois public school in the previous year but not in the current year.
- Demand:** The total number of funded positions (i.e., total employed + unfilled positions).

$$\text{Change in Demand} = \{\text{Workforce Growth} + \text{Attrition} + \text{Unfilled Positions}\}$$

- Educator:** For the purposes of this study, educators are personnel employed in Illinois public schools in one of the following four categories: administrators, teachers, school service personnel, or other certified staff.
- Eligible to Retire:** An educator who is at least 55 years old and has 20 years of experience or more.
- Full-Time:** An indicator of educator status defined by two TSR fields: Months Employed and Percent-Time Employed. The definition for full-time status is: {Months Employed > 8 and Percent Time Employed > 99%}.
- First Time:** A newly hired educator with one year of experience or less. This status is calculated from the TSR data field "total years of experience." The definition is: {experience is less than or equal to one year}.
- Re-entry:** A newly hired educator who has more than one year of teaching experience but was not employed in an Illinois public school the prior year.
- Retention:** An educator who was employed in both the previous and current year. In order to reduce confusion, both part-time and full-time personnel are included in the calculation (e.g., a part-timer could be retained the next year as a full-timer).
- Unfilled Positions:** Number of budgeted positions (in full-time equivalent) reported unfilled as of December 1 by each Illinois public school district on the Unfilled Positions Survey.

Appendices

Appendix A: Retention & Attrition by Position

Position	2003 FT	Left Education	Retained		2004 FT	Change From 2003
			In Same Position	In Different Position		
Regional Superintendent	45	13	32		41	-4
Asst. Regional Supt	47	13	27	7	38	-9
District Superintendent	853	104	740	9	831	-22
Asst. District Superintendent	336	39	246	51	384	48
Elementary Principal	2,303	169	1,922	212	2,393	90
Asst. Elementary Principal	935	33	625	277	936	1
Middle/Jr. Hi Principal	582	64	424	94	576	-6
Asst. Middle/Jr. Hi Principal	451	25	277	149	449	-2
High School Principal	691	86	526	79	719	28
Asst. High School Principal	681	46	492	143	768	87
Administrative Assistant	371	31	92	248	147	-224
Business Manager	207	21	121	65	136	-71
Director	1,012	114	654	244	940	-72
Assistant Director	210	11	90	109	208	-2
Chief School Business Officer					20	20
Special Education Director					127	127
Student Dean					416	416
Supervisory Dean					134	134
Jr. High Dean	157	7		150		-157
Sr. High Dean	480	31		449		-480
Deputy Supt.	16	4		12		-16
Associate Supt.	61	3		58		-61
Total Administrative	9,438	814	6,268	2,356	9,263	-175
		8.6%	66%	25%		
Special Education Teacher	20,676	1,280	17,661	1,735	20,956	280
Elementary Teacher	59,911	4,381	51,671	3,859	52,669	-7,242
Middle/Jr. High Teacher	18,493	1,516	15,972	1,005	18,256	-237
High School Teacher	31,693	2,653	28,034	1,006	30,159	-1,534
Total Teachers	130,773	9,830	113,338	7,605	122,040	-8,733
		7.5%	86.7%	6%		
Coordinator	1,364	149	548	667	1,137	-227
Librarian/Media Specialist	1,919	139	1,668	112	2,089	170
Technology Specialist					185	185
Reading Specialist					546	546
Staff Supervisor					249	249
Program Supervisor					337	337
Supervisor	518	55		463		-518
Consultant	230	34		196		-230
Instructional TV	1	1				-1
Adult Education	81	46		35		-81
Attendance Officer	70	7		63		-70
Occupational Therapist	21	10		11		-21
Physical Therapist	332	20		312		-332
Audiologist	7	3		4		-7
Diagnostician	90	31		59		-90
Total OCS	4,633	495	2,216	1,922	4,543	-90
		10.7%	48%	41%		
Guidance Counselor	2,876	207	2,555	114	2,904	28
Nurse	912	67	838	7	939	27
Psychologist	1,484	87	1,368	29	1,496	12
Social Worker	2,752	178	2,525	49	2,706	-46
Speech/Language Pathologist					855	855
Intern Psychologist	12	4		8		-12
Intern Soc Worker	5	3		2		-5
Total SSP	8,041	546	7,286	209	8,900	859
		6.8%	91%	3%		
Total Workforce	152,885	11,685	129,108	12,092	144,746	-8,139
		7.6%	84.4%	7.9%		

Appendix B: Number of Unfilled Positions in 2002-03

Position	Downstate	Chicago	State
Administrative			
Director	1.0		1.0
Principal - Assistant Junior High	1.0		1.0
Superintendent - Assistant District	3.0		3.0
Superintendent - District	1.0		1.0
Total Administrative	6.0	0.0	6.0
Instructional			
Art	3.0	22.0	25.0
At-Risk (Pre-K)	1.5		1.5
Bilingual Education	14.5	19.0	33.5
Computer Literacy/Technology	2.0	14.0	16.0
Driver Education	0.0	1.0	1.0
Elementary - Music (K-8)	2.3	32.0	34.3
Elementary - Physical Education (K-8)	10.0	39.0	49.0
Elementary - Standard Elementary	4.0	232.0	236.0
English - English		27.0	27.0
English - Language Arts	6.0		6.0
English - Reading	6.0	21.0	27.0
English as a Second Language	7.0	3.0	10.0
Foreign Language - Other	2.6	5.0	7.6
Foreign Language - Spanish	7.0	15.0	22.0
Gifted Education	2.0	2.0	4.0
Learning/Resource Center	2.0		2.0
Math - Algebra	2.0		2.0
Math - Basic/General	4.0	47.0	51.0
Music - Instrumental	1.3	5.0	6.3
Music - Vocal	2.0	5.0	7.0
Physical Education (9-12)		24.0	24.0
Science - Biology	1.0	8.0	9.0
Science - Chemistry	1.0	3.0	4.0
Science - General	3.0	6.0	9.0
Science - Other	1.0	2.0	3.0
Social Science - History	1.0	10.0	11.0
Social Science - Other	1.0	6.0	7.0
Special Ed - Behavior Disordered	30.5	10.0	40.5
Special Ed - Bilingual	1.0		1.0
Special Ed - Blind/Visually Impaired	2.0	2.0	4.0
Special Ed - Cross Categorical	37.3	116.0	153.3
Special Ed - Deaf/Hard of Hearing	3.0	2.0	5.0
Special Ed - Early Childhood	2.0	1.0	3.0
Special Ed - EMH	3.0	7.0	10.0
Special Ed - Learning Disabled	16.4	55.0	71.4
Special Ed - Multiply Handicapped	6.0	18.0	24.0
Special Ed - Other/General	7.0		7.0
Special Ed - Physically Handicapped		5.0	5.0
Special Ed - Severe/Profound Mentally Handicapped	6.0	6.0	12.0
Special Ed - Speech & Lang. Impaired	96.9		96.9
Special Ed - TMH	3.0	5.0	8.0
Title I - Remedial Math	1.0		1.0
Title I - Remedial Reading	7.5		7.5
Voc Tech - Business, Marketing, Mgt.	0.4	6.0	6.4
Voc Tech - Health Occupations	0.8	3.0	3.8
Voc Tech - Industrial Occupations	5.8	11.0	16.8
Other Subject/Program Area	5.5	108.0	113.5
Total Instructional	322.3	903.0	1,225.3
Other Certified Staff			
Attendance Officer		1.0	1.0
Coordinator	5.0		5.0
Librarian/Media Specialist	4.5	69.0	73.5
Occupational Therapist	7.3		7.3
Physical Therapist	2.0		2.0
Supervisor	0.4		0.4
Other Certificated Staff (not listed)	4.9		4.9
Total OCS	24.1	70.0	94.1
School Service Personnel			
Guidance Counselor	4.0	18.0	22.0
Nurse	6.5		6.5
Psychologist	23.7		23.7
Social Worker	1.0		1.0
Other Professional Staff (not listed)	30.4		30.4
Total SSP	65.6	18.0	83.6
Total FTE	418.0	991.0	1,409.0

Appendix C: Positions with the Most Severe Shortages

	2004 Severity Index*	#-Distrs with Shortage	Change from 2003	Adequate Supply	Change from 2003	# Distrs with Overage	Change from 2003
Special Ed - Speech & Lang.	-526	331	10%	62	72%	9	0%
Special Ed - Behavior Disordered	-419	295	1%	77	67%	13	117%
Special Ed - Cross Categorical	-373	283	3%	113	57%	17	89%
Special Ed - Learning Disabled	-360	282	-5%	156	68%	19	46%
Foreign Language - Spanish	-333	246	-2%	85	49%	10	11%
Mathematics	-305	259	-5%	182	52%	23	35%
Special Ed - EMH	-305	228	0%	79	55%	10	67%
Psychologist	-303	208	-1%	92	59%	5	-44%
Science - Physics	-301	208	9%	55	67%	6	-25%
Science - Chemistry	-283	206	4%	75	70%	6	-33%
Librarian/Media Specialist	-278	216	13%	93	39%	9	13%
Guidance Counselor	-274	209	5%	109	63%	6	-25%
Special Ed - Bilingual	-267	166	19%	23	28%	6	100%
Bilingual Education	-264	174	11%	36	16%	9	200%
Special Ed - Other/General	-254	193	10%	96	41%	9	125%
Foreign Language - Other	-234	170	4%	67	49%	4	-20%
Voc Tech - Industrial Occupations	-230	167	12%	42	62%	6	-25%
Music	-217	201	-2%	196	33%	24	26%
Special Ed - Deaf/Hard of Hearing	-208	137	22%	37	54%	5	0%
Science - General	-198	178	-4%	188	54%	14	8%
Nurse	-188	154	-4%	134	46%	12	9%
Science - Biology	-186	157	-10%	133	77%	13	0%
Special Ed - Blind/Visually Impaired	-183	117	19%	23	0%	3	50%
Computer Literacy/Technology	-160	160	-12%	126	38%	27	50%
Science - Other	-145	124	14%	117	60%	4	-33%
Social Worker	-132	140	-19%	159	59%	35	40%
Voc Tech - Family & Consumer Sci	-131	109	6%	89	44%	5	0%
Voc Tech - Agriculture	-126	105	22%	51	31%	2	-75%
Art	-115	122	-1%	151	30%	18	29%
English - Reading	-97	128	2%	209	14%	52	27%
Gifted Education	-97	89	-33%	130	7%	13	0%
Voc Tech - Business, Mtd, Mgt	-84	81	-16%	105	42%	10	0%
Business Manager	-83	64	-7%	73	62%	3	50%
Principal - High School	-82	78	-34%	141	96%	11	-15%
Principal - Jr. High	-75	82	-33%	177	75%	18	100%
Voc Tech - Health Occupations	-57	51	-12%	71	61%	6	50%
Principal - Elementary	-56	75	-35%	224	45%	25	56%
Health Education	-13	55	-14%	189	31%	46	18%
English - Language Arts	96	43	-40%	277	21%	117	33%
Physical Education	151	52	-13%	208	22%	146	24%
Social Science	248	18	-42%	180	17%	191	35%
Elementary – Self-Contained	442	11	-50%	188	7%	304	34%
		6,372	-2%	5,018	41%	1,271	28%

*Severity Index= Sum of the District Ratings for Each Position

Appendix D: Projected Need for Educators [2005-2008]

Non-Instructional Staff	Average New Hires	Need Through 2008	%-of 2003 FT Staff
Administrative*			
District Supt./Asst.	32	129	11%
Elem. Princ./Asst.	207	827	26%
Jr. High Princ./Asst.	95	380	37%
H.S. Princ./Asst.	105	420	31%
Director/Asst.	92	367	30%
Other Administrator	154	615	51%
Other Superintendent	2	8	5%
Other Educators			
Coordinator	68	272	20%
Library/Media Specialist	92	366	19%
Guidance Counselor	127	508	18%
Psychologist	116	465	31%
Social Worker	298	1,192	43%
Nurse	59	236	26%
Other Certified Staff	105	419	31%
Total	1,551	6,203	28%

Instructional Staff	Average New Hires	Need Through 2008	%-of 2003 FT Staff
Alternative Education	42	167	65%
Art	217	867	31%
At Risk / Pre-K	104	416	38%
Bilingual Education	326	1,304	80%
Computer Programming/Lit.	80	320	28%
Consumer Education	18	71	44%
Driver Education	15	60	11%
English as a Second Language	88	353	46%
English Language Arts	1,043	4,171	36%
Foreign Lang.- Other	79	314	35%
Foreign Lang.- Spanish	238	953	46%
Gifted Education	38	153	22%
Health Education	44	175	29%
Learning Resource Center/Library	24	95	24%
Mathematics	645	2,578	36%
Music	345	1,380	34%
Other Subject/Program	344	1,374	69%
Physical Education	466	1,864	27%
Science	619	2,475	37%
Self Contained Elementary	3,548	14,191	31%
Social Science	484	1,937	33%
Special Education	2,139	8,557	41%
Title 1 Math/Reading	190	761	37%
Vocational/Technical			
Agriculture	31	125	38%
Business, Mkt., Mgt.	97	387	30%
Family/Consumer Science	91	362	30%
Health Occupations	9	34	44%
Industrial	106	425	29%
Voc/Tech Misc.	20	78	23%
Total	11,487	45,947	35%

* Includes Teachers that changed position (to admin). Only 3 years of data used to project demand.