

SERIES 2001-2002
CIRCULAR LETTER: C-11

TO: Superintendents of Schools

FROM: Theodore S. Sergi, Commissioner of Education

DATE: December 12, 2001

SUBJECT: FALL HIRING REPORT

Attached please find the Connecticut State Department of Education's latest report on the issue of teacher/administrator supply and demand.

While we continue to articulate the need for qualified teachers statewide and work for additional resources, this shortage of qualified teachers must be addressed by everyone in the educational community. The three most important contributions you can make at this time include:

1. Providing support and guidance to your first-year teachers in addition to the Beginner Educator Support and Training (BEST) mentor, assigning a teaching load and level of difficulty appropriate to a novice professional;
2. Enhancing your personnel/human resources management function to provide active and early recruitment and hiring of qualified staff; and
3. Nurturing middle and high school students' interest in teaching by providing tutoring opportunities, job shadowing, visits to colleges and universities, and sponsoring other future teacher activities.

The shortage of qualified teachers/administrators is a problem that is affecting students in our districts today, especially in Connecticut's rural and urban districts. This problem is not going away and must be addressed by a multi-pronged effort at the state and local level.

Thank you for your continued efforts to attract and retain highly qualified teachers and administrators.

TSS:ahe

cc: Leaders of Education-Related Organizations

Attachment

CONNECTICUT STATE BOARD OF EDUCATION Hartford

TO: State Board of Education

FROM: Theodore S. Sergi
Commissioner of Education

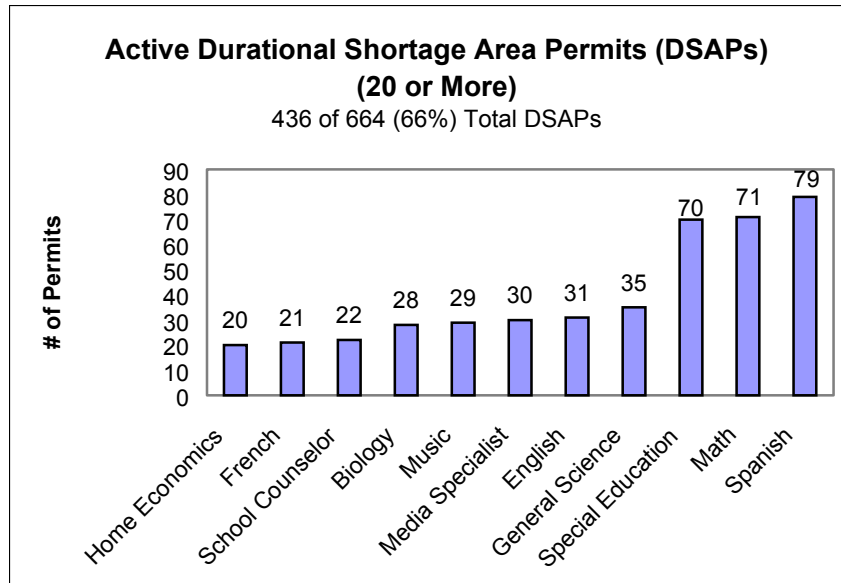
SUBJECT: FALL HIRING REPORT

Attached please find the Year 2001 Fall Hiring Report and additional data related to changes in school district staffing patterns over a period of time.

Highlights of the data, which are as of October 1, 2001, include:

- The total number of teacher positions in Connecticut has increased by over 7,000 since 1987.
- The percent of teacher positions needing to be filled annually has increased from nearly 7% to 10%.
- The percent of positions vacant on October 1 has ranged from a low of 1.6% in 1991 to a high of 7.7% in 2000 with a decline in 2001 to 6.9%. *
- ERG I districts had the greatest number of vacancies on October 1, 18.6%, compared to the average of 4.4% across the other Education Reference Groups (ERGs).
- For 2001-2002, Special Education was identified as the greatest shortage area, followed by Music and Speech and Language Pathology.
- The Connecticut Association of Public School Superintendents recently published a report based on a survey of superintendents. As of August 27, 2001 (the opening day of school in most districts), 121 districts (approximately 75%) identified unfilled positions; the largest numbers were in special education and world languages.
- The number of Durational Shortage Area Permits (DSAPs) issued and reissued to districts has increased significantly over the past five years, from 35 in 1997-1998 to 484 in 2000-2001. (To obtain a DSAP, a district must demonstrate the inability to find a qualified certified teacher **and** present a candidate who has passed Praxis I **and** has at least 12 semester hours of credit in the area to be taught **and** has enrolled in a teacher preparation or alternative route to certification program.)
- As of November 21, 2001, 664 DSAPs have been issued for the 2001-2002 school year.
- Less than 1% of the total professional positions were vacant in fall 2001.

*The decrease in the number of vacancies remaining in October may be attributable to small and typical annual fluctuations, more concentrated efforts by the school districts to begin their searches earlier, utilization of broader advertising systems such as through the internet, and the national and state economic recessions.



Connecticut's certification regulations provide districts with a degree of flexibility to fill vacant positions in shortage areas (DSAP, Minor Assignment, Long-Term Substitute Authorization) while still requiring a minimum standard of coursework (12 semester hours of credit in the area to be taught) and additional coursework for renewals. Districts have increasingly needed to employ these uncertified candidates and have also hired increasing numbers of candidates who completed the ARC program (1995-1996, 88 ARC completers; 2000-2001 199 ARC completers). See Attachments A-1 through A-4.

To track future trends and needs, it is important to look at the projected number of students attending Connecticut's schools, the age of the current teaching staff and the numbers of teachers certified each year. See Attachments B-1 through B7.

- As of October 1, 2000, Connecticut had 48,750 certified educators employed in its public schools, which is the largest number to date (just over 40,000 in 1985).
- Almost 40% of these educators are age 50 or older.
- Over the last three years, almost 1,500 teachers have retired each year; the mean age was 60, with 30.1 years experience.

Given the trends in teacher retirement, over 40% of our educators will be retiring within the next 10-12 years. The number of students in public schools will peak at approximately 582,000 in the fall of 2005. By 2010, total student enrollment is expected to be very close to the fall 2001 student enrollment of 570,900. Therefore, the gross demand for educators should be relatively stable for the next decade.

- Over the last three years, approximately 3,500 educators were certified for the first time.
- Of those educators certified for the first time, 60% were hired in 1999-2000 compared to 20% ten years ago. Almost 80% of newly certified teachers in areas other than elementary were hired.
- The number of returning experienced teachers has decreased to 20% annually since 1995. As the demand for educators has increased, Connecticut schools are relying more on recently certified teachers and less on returning experienced teachers, whose numbers are decreasing.
- The number of educators transferring amongst districts has tripled in the past five years, from over 600 in 1995 to over 1,800 in 1999-2000.

As shortages become more acute, districts with higher salaries and benefits are attracting teachers from the poorer rural and urban districts. Teachers can gain anywhere from a few thousand dollars to \$10,000 increases in annual salary by changing districts. A number of these transfers take place immediately before schools open or after schools have started, which poses a significant problem to those districts which lose teachers.

Although the number of educators receiving new certificates is larger than the number of teachers retiring, the teachers are often not certified in the subject areas of need. Of newly certified educators in 2000-2001, approximately 34% were in elementary education, which is currently not an area of shortage.

State Initiatives to Attract and Retain Educators

- Connecticut Regional Applicant and Placement Program (CTREAP) – Internet Vacancy and Application Access.
- Department of Higher Education Minority Teacher Incentive Grant.
- Title II Scholarship Grant to minority students pursuing teaching.
- Connecticut Finance Housing Authority Mortgage Assistance Program.
- Goals 2000 grants to local districts – recruitment and retention programs.
- School to Career Initiatives in high schools – emphasizing teaching.
- Expansion of Alternate Route to Certification – which has recently focused on providing teachers in shortage areas; currently one summer program in the Hartford area and two weekend programs (Hartford and New London) which will take place during the school year, are available.
- Transition to Teaching Grant – provide funding to open two new ARC sites in New Haven and Bridgeport for summer, 2002.
- New statewide support to teacher candidates for passing Praxis I and Praxis II.
- Public relations advertisements in Connecticut and national publications to attract teachers/administrators to Connecticut.
- Minority Teacher Recruitment web page.
- BEST Induction program for beginning teachers.

See Attachment C for Connecticut State Board of Education 2002-2003 Mid-Term Budget Request in Support of Initiatives to Attract and Retain Educators.

Conclusions

Connecticut has been experiencing significant problems with finding qualified certified teachers in certain subject areas and in urban districts and districts with lower annual salaries and benefits. Over the next decade, Connecticut districts will need to hire approximately 19,000 new teachers and although the number of teachers certified each year (approximately 3,500) would appear to meet that need, the new teachers are often not certified in the subject areas of need or are not seeking employment in Connecticut, or choose to bypass the urban and priority districts.

Although only 1% of all teaching positions are filled by people holding a durational shortage area permit (DSAP) - which is very low when compared to other states - the numbers of DSAPs issued has increased dramatically over the past five years (35 in 1997-1998 to 484 in 2000-2001, 664 as of 11-21-01 and continuing to grow). Currently, over 779 classes in Connecticut are taught by someone who does not hold a certificate (DSAP, long-term substitutes or minor assignments), which can have an impact on student learning in those particular classes. Over 25% of these non-certificated teachers are teaching in ERG I districts, with the remaining 75% equally distributed across all remaining districts. There is a growing crisis in the ability to attract highly qualified teachers in our schools serving students with the greatest need.

To ensure all students are taught by a qualified certified teacher, Connecticut must diligently continue to attract people into the profession and provide the support necessary to retain quality teachers. Each member of the educational community has to take a proactive role in this critical endeavor. The Department will pursue its current efforts and, in addition, continue to seek additional incentives to attract people into the profession. Local districts need to annually improve their recruitment efforts, teaching environment, contracts and means of support to new teachers.

In order to meet the replacement need of 19,000 teachers and administrators over the next decade, Connecticut must implement some or all of the proposals made by the State Board and the Legislative Commission for Teacher Supply targeting different groups to attract and retain candidates into the teaching force. The overall strategy is to establish or strengthen programs that attract high school students, undecided college students, recent graduates, out-of-state candidates, retirees and non-educators. There is also a need to retain a higher proportion of new teacher candidates in existing teacher preparation programs and to retain a higher proportion of new teachers through improved support and mentoring.

Connecticut's students' continued growth in achievement is dependent upon maintaining the quality of Connecticut's teaching force.

Prepared by: _____
Abigail L. Hughes
Associate Commissioner
Division of Evaluation and Research

December 5, 2001

DATA BULLETIN

FALL HIRING REPORT, 2001

For the past 15 years the Connecticut State Department of Education has surveyed local school districts to determine areas of teacher shortage. This Bulletin summarizes the Fall Hiring Survey data for the 2001-2002 school year and compares it to previous years. The data have been provided by all 166 local and regional school districts, the three endowed and incorporated academies, six regional educational service centers, 16 charter schools, the state vocational-technical school system and the state approved nonpublic special education schools. For the first time the Connecticut Birth to Three Programs were also surveyed.

Public school districts had 4,894 full- and part-time teaching positions out of 49,100 total positions to fill for the fall of 2001. This is a decrease of 563 vacancies from the 2000-2001 school year. Nonpublic special education schools had 161 certified teaching vacancies to fill.

October Vacancies

For the past several years there has been an upward trend in the number of vacancies remaining in October. This year, however, there has been a decline in the number of October vacancies. In October 2001 there was a total of 473 positions in the public schools unfilled due to some special circumstance (see Table 1). This figure represents a decrease of 117 positions from the 2000-2001 school year. The number of vacancies remaining because no qualified person

could be found also decreased, from 422 in 2000 to 337 in 2001.

Table 2. Vacancies, No Qualified Person Found, by ERG

ERG	Total Positions to Fill, 2001-2002 School Year	# Vacancies, No Qualified Person Found	% of Total Positions to Fill
A	313	15	3.8
B	691	22	2.9
C	510	21	3.5
D	655	20	2.7
E	222	8	3.1
F	652	45	6.5
G	187	19	8.8
H	628	27	4.0
I	676	126	18.6

Education Reference Group (ERG)¹ I had the highest number and percentage of vacancies remaining due to a lack of qualified applicants (see Table 2).

The decrease in the number of vacancies remaining in October may be attributable to small and typical annual fluctuations, more concentrated efforts by the school districts to begin their searches earlier, utilization of broader advertising systems such as through the internet, and the national and state economic recessions.

Table 1. Fall Hiring Summary, 1987-2001, Public Schools Only

Fall of Year	Total Positions	Annual Positions To Fill	% Part-time of Positions To Fill	Percent Positions To Fill of Total	Vacancies Remaining in October	% of Annual Positions Filled	Vacancies Due to No Qualified Applicants	% of Annual Positions Vacant, No Qualified Applicants
2001	49,100*	4894	10.3	10.0	473	90.3	337	6.9
2000	48,899	5457	11.3	11.2	590	89.2	422	7.7
1999	47,793	5293	12.0	11.1	485	90.8	323	6.1
1998	46,751	4331	13.4	9.3	415	90.4	274	6.3
1997	45,326	3630	17.1	8.0	274	92.5	151	4.2
1996	44,307				No Data Collected			
1995	43,261	2990	22.7	6.9	245	91.8	103	3.4
1994	42,451	2895	22.8	6.8	237	91.8	81	2.8
1993	41,324	2349	23.1	5.7	268	88.6	59	2.5
1992	41,179	2515	17.7	6.1	201	92.0	50	2.0
1991	41,733	1281	26.5	3.1	101	92.1	21	1.6
1990	42,397	1965	19.8	4.6	220	88.8	44	2.2
1989	42,176	2161	17.2	5.1	263	87.8	81	3.7
1988	42,335	2358	16.6	5.6	176	92.5	98	4.2
1987	41,724	2845	14.6	6.8	258	90.9	145	5.1
Averages	41,738	3082.3	18.1	6.9	287.2	90.7	142.5	4.0

*Estimated

¹ Education Reference Groups (ERGs) are a classification of the state's public school districts into groups based on similar socioeconomic status and need of the families with children in public schools. For more information about ERG classification a research bulletin is available at the State Department of Education's website at www.state.ct.us/sde/. Select the Division of Evaluation and Research and view data bulletins.

Designation of Shortage Areas

Based on 2000-2001 school year data, the state identified shortage areas for the 2001-2002 school year are:

- music, PreK-12
- bilingual education, PreK-12
- special education, 1-12
- mathematics, 7-12
- technology education, PreK-12
- Spanish, 7-12
- library media specialist, PreK-12
- remedial reading, 1-12
- speech and language pathologist (no grades)

With the exception of library media specialist, these subject areas will also be submitted to the U.S. Department of Education this winter for federal designation as teacher shortage areas.

The Connecticut State Department of Education sends a yearly proposal to Washington, D.C. to consider certain subjects as areas of shortage. This designation enables borrowers under the Stafford and Supplemental Loans for Students programs, who teach in one of these areas, to possibly qualify for a deferral of loan repayments. Perkins loan holders may qualify for full loan forgiveness if teaching in one of these shortage areas.

Connecticut also designates shortage areas in response to a mortgage assistance program administered by the Connecticut Housing Finance Authority (CHFA). The program enables teachers who teach in a priority or transitional school district or who teach in a state-identified subject matter shortage area to qualify for mortgage assistance. In the case of certified teachers employed by a priority or transitional school district, the teacher's residence must be located in that district. Teachers who teach in a state-identified subject matter shortage area are able to purchase statewide. This program is available to first-time homebuyers only and is subject to CHFA eligibility requirements. The mortgage assistance program was created to serve as a tool to assist in recruiting and retaining public school teachers in Connecticut. Additional information may be obtained on the State Department of Education's website www.state.ct.us/sde under "What's New."

For the past several years the subject areas designated as shortages have been difficult positions to fill (see Table 3). Initiatives such as the mortgage assistance program and the federal loan deferment program are intended to somewhat reduce these specific subject area shortages.

Calculation of Shortage Areas

Connecticut takes several variables into account in order to determine areas of shortage (see Table 4, Columns C-I). "Vacancy No Qualified Person Found" (Column C), is the number of full-time and part-time positions that were unfilled as of October 1, 2000, because no individual had met a district's criteria after a complete search. Teachers working under a "Durational Shortage Area Permit" (Column D), must hold a bachelor's degree, have at least 12 semester hours of credit in the area and meet the state's basic skills testing requirement. Teachers working under a Temporary Authorization for Minor Assignment (Column E) must already be certified in another area and have at least 12 semester hours of credit in the subject to be taught. A "Minimum Qualified Hire" (Column F), is the number of full-time and part-time positions that were filled from an applicant pool that was judged by school district personnel to contain "Few or no minimally qualified applicants."

"Median Applications" (Column G), is the median number of applications that the district screened, from appropriately certified people, for any number of full- or part-time positions within a subject area. The maximum reportable number of applications was limited to 75.

The final variable, certificates issued or renewed per position, is calculated by dividing the number of people receiving or renewing Connecticut certificates between October 1, 2000, and September 30, 2001 (Column H), by the number of full- and part-time positions for which a district actively sought applicants or reviewed applications from existing files (Column B).

Table 3. Positions Available in the Shortage Areas, 1997-2001

Subject	# Positions Available					# Positions Remaining Vacant, No Qualified Person Found				
	97-98	98-99	99-00	00-01	01-02	97-98	98-99	99-00	00-01	01-02
Music	157	181	219	247	226	13	31	32	46	28
Spanish	153	175	196	191	178	16	22	17	11	13
Bilingual	46	59	69	71	101	7	5	25	27	18
Mathematics	186	234	314	397	318	1	6	27	17	21
Special Education	400	484	740	685	590	8	25	83	96	70
Media Specialist	62	95	98	93	62	13	22	23	12	15
Technology Education	62	40	49	63	50	10	6	9	14	3
Speech Language Pathologist	99	104	101	117	139	18	18	6	18	37
Remedial Reading	29	30	75	60	60	4	5	19	15	8

Table 4. 2001-2002 Hiring Statistics

Subject Area	Total Positions to Fill	Vacancy: No Qualified Person Found	Durational Shortage Area Permit	Minor Assignment	Minimum Qualified Hire	Median Applications	1st CT Certificates	Median Applicant Quality Rating	Shortage Rank*
Art	114	5	6	0	10	10.5	143	2.0	20
Bilingual	51	19	10	0	16	7.0	61	2.0	6
Biology/Life Science	71	2	21	1	5	11.0	177	2.0	28
Blind	11	2	0	0	2	0	7	1.0	34
Business & Office	35	3	6	0	3	12.0	68	2.0	30
Chemistry	47	2	12	1	13	7.5	64	2.0	27
Consumer Home Economics	27	3	17	0	19	2.0	22	1.0	17
Deaf	15	3	0	0	0	3.0	24	2.0	35
Earth Science	21	1	7	3	6	4.0	38	2.0	38
Elementary Teacher	1082	4	2	0	1	75	2686	4.0	31
Elementary World Language	19	3	9	0	9	3.5	38	1.0	22
English	236	16	21	1	4	20.0	379	3.0	11
French	49	2	17	3	18	5.5	61	2.0	23
General Science	52	2	26	5	16	9.0	114	2.0	26
General Special Education	621	70	44	0	58	16.0	671	2.0	1
German	2	0	1	0	0	6.5	8	1.5	53
Health	62	13	9	2	10	8.0	111	2.0	13
Health Occupations	2	0	0	0	0	6.0	8	2.0	55
Integrated Early Childhood/Spec Ed, Birth-K	12	3	4	0	1	16.0	19	3.0	33
Integ. Early Childhood/Spec Ed, Nursery-3	27	1	12	0	3	17.0	165	2.0	41
Intermediate Administrator/Supervisor	208	15	5	0	0	19.0	793	4.0	19
Italian	12	1	1	0	6	2.0	8	1.0	37
Kindergarten/Pre-K	135	3	0	0	16	22.0	858	4.0	29
Latin	8	2	6	0	3	2.0	10	1.0	32
Marketing and Distribution	1	0	0	0	0	2.0	13	2.0	54
Mathematics	201	17	51	3	40	10.0	228	2.0	4
Media Specialist	66	15	20	0	16	6.5	98	2.0	8
Middle Grades, Biology	11	2	0	0	1	8.0	180	2.0	42
Middle Grades, Earth Science	6	0	0	0	1	12.0	38	2.0	48
Middle Grades, English	169	4	5	0	15	14.0	435	3.0	21
Middle Grades, General Science	102	7	6	0	16	12.5	143	2.0	14
Middle Grades, Mathematics	128	5	13	0	19	11.0	263	2.0	18
Middle Grades, Social Studies	108	0	5	1	4	29.5	443	4.0	52
Music	232	29	25	0	22	8.0	152	2.0	2
Occupational Home Economics	2	0	0	0	1	3.0	4	2.5	50
Other Language	2	2	0	0	0	0	5	1.0	40
Other Occupational Subject	4	2	0	0	0	28.0	81	2.0	46
Partially Sighted	2	0	0	0	1	1.0	5	1.0	51
Physical Education	186	20	4	0	7	12.5	202	2.5	10
Physics	18	1	9	0	7	5.0	27	1.0	36
Reading and Language Arts Consultant	41	6	7	0	13	5.5	57	1.0	15
Related Subjects (Voc-Tech Only)	29	2	0	0	0	40.5	45	2.0	44
Remedial Reading/Language Arts	60	8	10	0	18	6.0	103	2.0	12
School Business Administrator	3	0	0	0	0	19.0	36	2.0	56
School Counselor	132	17	14	0	5	16.0	163	2.5	9
School Nurse-Teacher	7	1	0	0	2	4.0	4	1.0	39
School Psychologist	134	25	1	0	16	8.0	90	2.0	7
School Social Worker	88	6	0	0	6	12.0	158	2.0	24
Social Studies	181	1	7	2	1	38.0	400	4.0	43
Spanish	179	13	63	8	76	5.0	144	1.5	5
Speech & Language Pathologist	139	37	2	0	32	5.0	104	2.0	3
Superintendent *	5	0	0	0	0	20.0	47	4.0	57
Technology Education	51	3	15	0	25	5.0	39	1.0	16
TESOL	23	0	6	0	1	6.5	62	2.0	47
Trade & Industrial	38	4	0	0	3	9.0	24	1.0	25
Vocational Agriculture	5	0	0	0	3	3.5	5	1.5	45

* As of November 15, 2001, there are 10 acting superintendents. In the past year (October 2000 to October 2001) there have been 15 newly appointed superintendents. Over 50% of all superintendents, out of 164 total superintendents, are new to their present position within the last four years.

The designated shortage areas for any given school year are determined by the sum of four items:

- 1) the number of vacancies because no qualified person was found;
- 2) the weighted sum of the number of durational shortage area permits, the number of minor assignments,
- 3) median applications weighted 25%; and
- 4) the number of first Connecticut certificates issued or renewed per position, also weighted 25%.

Applicant Quality Rating

District personnel responsible for hiring are asked to rate the quality of the applicant pool for each position. They are asked to consider academic qualifications, experience, recommendations, background and other factors to make this subjective rating. The ratings were made on the following scale, with the emphasis being placed on the quality, not the quantity, of the applicant pool:

- 1=Few or no minimally qualified applicants
- 2=Some acceptable applicants
- 3=Many acceptable applicants
- 4=Some high-quality applicants
- 5=Many high-quality applicants

No subject area received a median applicant pool rating of 5. Only three certifiable teaching areas received a median applicant pool rating of 4: elementary, middle grades social studies, and secondary grades social studies. Data regarding the applicant quality have been collected since 1997. Since then, these three teaching areas have consistently rated high in terms of applicant quality.

Thirteen certifiable subject areas received a median rating of 1; they are: teachers of the blind, consumer home economics, elementary world languages, external GED program, Italian, Latin, other language, partially sighted, physics, reading and language arts consultant, school nurse-teacher, technology education, and trade and industrial. With the exception of school nurse-teacher and trade and industrial, these subject areas have consistently rated low in terms of applicant quality. School nurse-teacher and trade and industrial have fluctuated from a high of 4 to a low of 1.

Public vs. Nonpublic

The nonpublic state-approved special education schools continue to have a more difficult time than the public school districts when it comes to filling their special education vacancies. Although nonpublic schools had fewer positions to fill (69) than public schools (552), a greater proportion of the nonpublic vacancies remained unfilled because a qualified person could not be found (33.3% in nonpublic vs. 8.5% in public, see Table 5). Public schools on average continue to report receiving a higher number of applications than the nonpublic schools, however, the applicant pool quality ratings do not significantly differ between public and nonpublic schools (see Table 5). The following explanations for the differences in vacancies remaining and applications received were suggested by the nonpublic schools: the pay

Table 5. Public and Non-Public Special Education Vacancies

Subject Area	<u>Number Positions Available</u>		<u>Median Applications Received</u>		<u>October Vacancies, No Qualified Person Found</u>		<u>Median Applicant Pool Quality Rating</u>	
	<i>Public</i>	<i>Non-Public</i>	<i>Public</i>	<i>Non-Public</i>	<i>Public</i>	<i>Non-Public</i>	<i>Public</i>	<i>Non-Public</i>
General Special Education	354	18	19.0	9.0	24	4	2.0	2.0
Specific Learning Disabled	102	11	25.0	8.0	2	3	3.0	1.5
Socially Emotionally Disturbed	57	31	15.0	4.5	19	16	2.0	3.0
Mentally-Intellectually Handicapped	22	3	10.5	17.0	2	0	3.0	2.0
Physically Handicapped	0	0	NA	NA	0	0	NA	NA
Other Handicapped	17	6	10.0	15.0	0	0	2.0	2.0
Total Across All Special Education Areas	552	69	15.0	10.5	47	23	2.5	2.0

ATTACHMENT A-1-1

CONNECTICUT DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development
Durational Shortage Area Permits - School Year (1997-2000)
School Year: July 1st to June 30th

Subject	Total	1997-98	1998-99	1999-00	2000-01
Spanish, Grades 7 - 12	149	13	29	47	60
Mathematics, Grades 7 - 12	63		1	10	52
Comprehensive Special Education, Grades, 1 - 12	73			15	58
School Library-Media Specialist	73	3	9	26	35
Technology Education, Pre-K - Grade 12	50	4	12	14	20
General Science, Grades 7 - 12	35		2	7	26
Music, Pre-K - Grade 12	28		3	7	18
Biology, Grades 7 - 12	27	1	1	4	21
Home Economics, Pre-K - Grade 12	29	1	5	7	16
School Counselor	25		2	8	15
English, Grades 7 - 12	21		1	2	18
French, Grades 7 - 12	19		4	3	12
Remedial Reading and Remedial Language Arts, Grades 1 - 12	24		2	8	14
Chemistry, Grades 7 - 12	16			4	12
Mathematics, Middle School	14			4	10
Intermediate Administrator or Supervisor	20	1	3	5	11
Department Chairperson	15	4	1	7	3
Integrated Early Childhood/Special Ed., Nursery - K: Elem. Grades 1 - 3	12		2	3	7
Business, Grades 7 - 12	15			4	11
Latin, Grades 7 - 12	14		2	3	9
Physics, Grades 7 - 12	15		1	6	8
History and Social Studies, Grades 7 - 12	11		1	5	5
Reading and Language Arts Consultant, Kindergarten - Grade 12	13	1	4	2	6
Health, Pre-K - Grade 12	10		1		9
Teaching English to Speakers of Other Languages (TESOL)	10		2	2	6
Comprehensive Special Education, Pre-K - Grade 12	11	1	6	3	1
Earth Science, Grades 7 - 12	6	1	1	3	1
Bilingual	2			1	1
History and Social Studies, Middle School	2				2
General Science, Middle School	2			1	1
Art, Pre-K - Grade 12	3		1	1	1
English, Middle School	2				2
Other World Language	5	2	1	1	1
Speech and Language Pathologist	2		1		1
German, Grades 7 - 12	3			2	1
School Psychologist	4		1		3
Physical Education, Pre-K - Grade 12	1				1
Integrated Early Childhood/Special Ed., Birth - Kindergarten	1				1
Pre-K and Kindergarten	2	2			
Elementary, Kindergarten - Grade 6	2			1	1
Blind, Pre-K - Grade 12	2				2
Co-Operative Work Education/Diversified Occupations (CWEDO)	2	1		1	
Italian, Grades 7 - 12	1				1
Russian, Grades 7 - 12	1			1	
Agriculture, Pre-K - Grade 12	1			1	
School Social Worker	1			1	
Superintendent of Schools					1
Total:	838	35	99	220	484

ATTACHMENT A-1-2

CONNECTICUT DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development
Durational Shortage Area Permits (1999-2001)
Date Range: July 1st to November 15th

Subject	Total	1999	2000	2001
Spanish, Grades 7 - 12	152	41	46	65
Mathematics, Grades 7 - 12	94	7	34	53
Comprehensive Special Education, Grades, 1 - 12	85	8	33	44
School Library-Media Specialist	62	17	25	20
General Science, Grades 7 - 12	47	4	17	26
Technology Education, Pre-K - Grade 12	45	13	17	15
Music, Pre-K - Grade 12	45	6	14	25
Biology, Grades 7 - 12	36	1	14	21
Home Economics, Pre-K - Grade 12	35	5	13	17
English, Grades 7 - 12	31	2	8	21
French, Grades 7 - 12	27	2	8	17
School Counselor	27	4	8	15
Remedial Reading and Remedial Language Arts, Grades 1 - 12	25	5	10	10
Mathematics, Middle School	22	2	7	13
Chemistry, Grades 7 - 12	21	3	6	12
Physics, Grades 7 - 12	20	6	5	9
Department Chairperson	19	7	3	9
Integrated Early Childhood/Special Ed., Nursery - K: Elem. Grades 1 - 3	19	2	4	13
Business, Grades 7 - 12	17	4	8	5
Latin, Grades 7 - 12	17	3	8	6
Health, Pre-K - Grade 12	15		6	9
Reading and Language Arts Consultant, Kindergarten - Grade 12	15	2	6	7
History and Social Studies, Grades 7 - 12	13	5	1	7
Intermediate Administrator or Supervisor	13	2	6	5
Bilingual	12	1	1	10
Teaching English to Speakers of Other Languages (TESOL)	12	1	5	6
Earth Science, Grades 7 - 12	9	1	1	7
History and Social Studies, Middle School	8		2	6
Art, Pre-K - Grade 12	7		1	6
English, Middle School	7		2	5
General Science, Middle School	7	1		6
German, Grades 7 - 12	5	2	1	2
Physical Education, Pre-K - Grade 12	5		1	4
Comprehensive Special Education, Pre-K - Grade 12	5	3	1	1
Integrated Early Childhood/Special Ed., Birth - Kindergarten	5		1	4
Speech and Language Pathologist	3		1	2
Elementary, Grades 1 - 6	2			2
Italian, Grades 7 - 12	2		1	1
School Psychologist	2		1	1
Other World Language	1	1		
Blind, Pre-K - Grade 12	1		1	
Co-Operative Work Education/Diversified Occupations (CWEDO)	1	1		
Total:	996	162	327	507

ATTACHMENT A-2-1

CONNECTICUT DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development
Long-Term Substitute Authorizations - By School Year (1997-2000)
School Year: July 1st to June 30th

Subject	Total	1997-98	1998-99	1999-00	2000-01
Comprehensive Special Education, Grades, 1 - 12	88	5	11	45	27
Spanish, Grades 7 - 12	46	9	12	11	14
Mathematics, Grades 7 - 12	45	9	8	13	15
Music, Pre-K - Grade 12	44	10	4	16	14
English, Grades 7 - 12	39	5	15	9	10
Physical Education, Pre-K - Grade 12	30	4	7	9	10
General Science, Grades 7 - 12	28	5	7	10	6
Bilingual	27		1	6	20
Unique Subject Area Endorsement	23	11	10	2	
Elementary, Grades 1 - 6	20			6	14
Comprehensive Special Education, Pre-K - Grade 12	21	14	7		
Business, Grades 7 - 12	18	2	3	7	6
Biology, Grades 7 - 12	16	1	5	4	6
History and Social Studies, Grades 7 - 12	12	2	5	1	4
Art, Pre-K - Grade 12	14	1		8	5
School Library-Media Specialist	13	2	2	5	4
Health, Pre-K - Grade 12	11		1	6	4
English, Middle School	12			3	9
Home Economics, Pre-K - Grade 12	12	1	3	5	3
General Science, Middle School	9	1		5	3
Remedial Reading and Remedial Language Arts, Grades 1 - 12	8		2	2	4
Pre-K and Kindergarten	7		3	4	
Integrated Early Childhood/Special Ed., Birth - Kindergarten	7				7
French, Grades 7 - 12	6	1	1	3	1
Latin, Grades 7 - 12	5	4	1		
Technology Education, Pre-K - Grade 12	6	1		1	4
Mathematics, Middle School	5		1	1	3
Elementary, Kindergarten - Grade 6	5	5			
Physics, Grades 7 - 12	5	1	1	2	1
Integrated Early Childhood/Special Ed., Nursery - K: Elem. Grades 1 - 3	4			1	3
Earth Science, Grades 7 - 12	4	1		3	
History and Social Studies, Middle School	4			3	1
Other World Language	3		2		1
Health Occupations in Comprehensive High Schools	3	3			
Teaching English to Speakers of Other Languages (TESOL)	2			2	
Pre-K - Grade 3	2	2			
Chemistry, Grades 7 - 12	2			2	
Agriculture, Pre-K - Grade 12	2		1		1
Vocational Agriculture, Grades 7 - 12	1		1		
Hearing Impaired, Pre-K - Grade 12	1	1			
Speech and Language Pathologist	1	1			
School Nurse - Teacher	1		1		
Trade-Related Subjects in Vocational-Technical Schools	1				1
High School Credit Diploma Program	1				1
Total:	614	102	115	195	202

ATTACHMENT A-2-2

CONNECTICUT DEPARTMENT OF EDUCATION
Bureau of Certification and Professional Development
Long-Term Substitute Authorizations (1999-2001)
Date Range: July 1st to November 15th

Subject	Total	1999	2000	2001
Comprehensive Special Education, Grades, 1 - 12	35	17	9	9
Music, Pre-K - Grade 12	20	6	5	9
Spanish, Grades 7 - 12	19	7	6	6
Mathematics, Grades 7 - 12	13	6	4	3
Elementary, Grades 1 - 6	11	3	5	3
Art, Pre-K - Grade 12	10	4	2	4
Bilingual	10	1	4	5
Business, Grades 7 - 12	10	6	2	2
History and Social Studies, Grades 7 - 12	8	3	3	2
English, Grades 7 - 12	7	2	2	3
Biology, Grades 7 - 12	6	2		4
English, Middle School	6	1	1	4
Home Economics, Pre-K - Grade 12	6	1	1	4
Mathematics, Middle School	6	2	1	3
Physical Education, Pre-K - Grade 12	6	2	2	2
General Science, Grades 7 - 12	5	4	1	
Health, Pre-K - Grade 12	5	2	1	2
General Science, Middle School	4	2		2
French, Grades 7 - 12	3	2		1
Integrated Early Childhood/Special Ed., Nursery - K: Elem. Grades 1 - 3	3	1		2
Pre-K and Kindergarten	3	3		
School Library-Media Specialist	3	1		2
Chemistry, Grades 7 - 12	2	2		
Earth Science, Grades 7 - 12	2	2		
Integrated Science, Middle School	2			2
Technology Education, Pre-K - Grade 12	2		1	1
Unique Subject Area Endorsement	2	2		
Latin, Grades 7 - 12	1			1
Other World Language	1		1	
Teaching English to Speakers of Other Languages (TESOL)	1			1
Trade and Industrial Occupations in Comprehensive High Schools	1			1
Physics, Grades 7 - 12		1		
Pre-K - Grade 8		1		
Remedial Reading and Remedial Language Arts, Grades 1 - 12		1	2	
Total:	213	87	53	78

ATTACHMENT A-3-1

CONNECTICUT DEPARTMENT OF EDUCATION
 Bureau of Certification and Professional Development
 90-Day Certificates - By School Year (1995-2000)
 School Year: July 1st to June 30th

Subject	Total	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Grades 4 - 8	105	25	11	39	13	10	7
Music, Pre-K - Grade 12	72	7	10	15	11	12	17
Art, Pre-K - Grade 12	74	10	9	12	13	17	13
Mathematics, Grades 7 - 12	65	7	10	9	13	14	12
English, Grades 7 - 12	65	8	12	7	16	15	7
Biology, Grades 7 - 12	64	4	8	9	16	14	13
History and Social Studies, Grades 7 - 12	59	2	8	8	9	19	13
Spanish, Grades 7 - 12	53	6	4	5	7	15	16
English, Middle School	48				13	12	23
History and Social Studies, Middle School	46				14	12	20
Mathematics, Middle School	33				6	12	15
Chemistry, Grades 7 - 12	28	3	2	2	7	9	5
Physics, Grades 7 - 12	34	5	5	3	6	6	9
French, Grades 7 - 12	29	4	2	6	7	5	5
Earth Science, Grades 7 - 12	27	4	3	6	6	4	4
General Science, Middle School	20				4	5	11
General Science, Grades 7 - 12	23	3	2	4	6	5	3
Latin, Grades 7 - 12	7			2		3	2
Biology, Middle School	6					6	
Chemistry, Middle School	4					4	
Earth Science, Middle School	4				2	1	1
Other World Language	4			1			3
German, Grades 7 - 12	2					2	
Italian, Grades 7 - 12	2				1	1	
Health, Pre-K - Grade 12	1					1	
Total:	875	88	86	128	170	204	199

Note: 90-Day Certificates are issued to graduates of the Alternate Route to Certification (ARC) Program upon request of an employing board of education.

ATTACHMENT A-3-2

CONNECTICUT DEPARTMENT OF EDUCATION
 Bureau of Certification and Professional Development
 90-Day Certificates (1999-2001)
 Date Range: July 1st to November 15th

Subject	Total	1999	2000	2001
English, Middle School	43	9	20	14
Mathematics, Middle School	39	11	14	14
Spanish, Grades 7 - 12	38	13	15	10
Biology, Grades 7 - 12	38	12	13	13
History and Social Studies, Grades 7 - 12	36	16	10	10
Mathematics, Grades 7 - 12	36	13	9	14
Art, Pre-K - Grade 12	33	13	12	8
History and Social Studies, Middle School	33	8	19	6
Music, Pre-K - Grade 12	32	9	13	10
English, Grades 7 - 12	31	14	6	11
General Science, Middle School	26	5	9	12
Chemistry, Grades 7 - 12	23	9	4	10
French, Grades 7 - 12	16	5	4	7
Physics, Grades 7 - 12	16	6	7	3
Grades 4 - 8	15	9	6	
Earth Science, Grades 7 - 12	15	4	4	7
General Science, Grades 7 - 12	13	5	3	5
Bilingual	7			7
Latin, Grades 7 - 12	6	3	2	1
Biology, Middle School	6	6		
Chemistry, Middle School	4	4		
Other World Language	3		3	
German, Grades 7 - 12	2	2		
Earth Science, Middle School	2	1	1	
Italian, Grades 7 - 12	1	1		
Total:	514	178	174	162

Note: 90-Day Certificates are issued to graduates of the Alternate Route to Certification (ARC) Program upon request of an employing board of education.

ATTACHMENT A-4-1

CONNECTICUT DEPARTMENT OF EDUCATION
 Bureau of Certification and Professional Development
 Minor Assignments - By School Year (1998-2000)
 School July 1st to June 30th

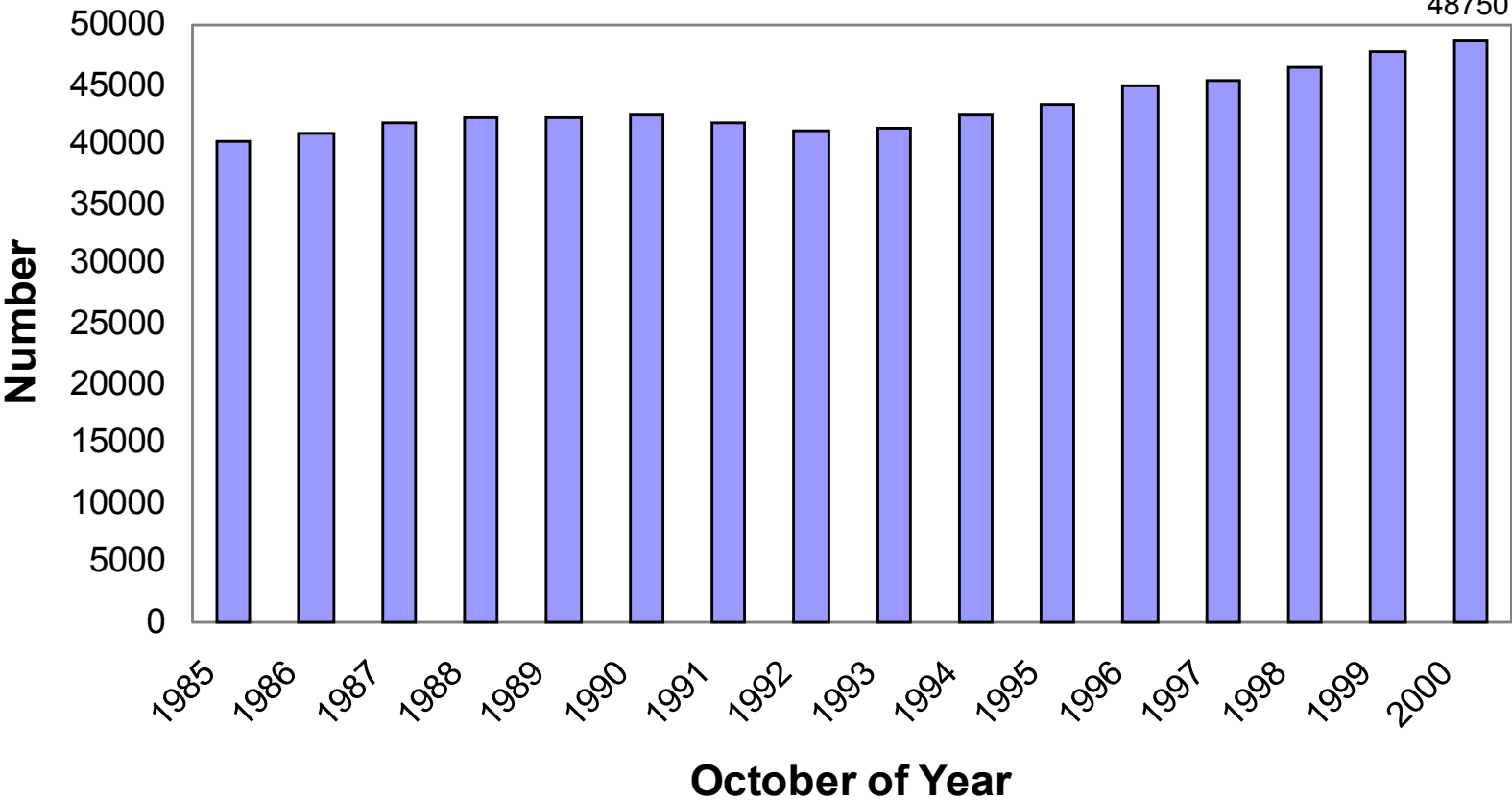
Subject	Total	1998-99	1999-00	2000-01
Spanish, Grades 7 - 12	46	17	16	13
Health, Pre-K - Grade 12	46	14	17	15
History and Social Studies, Grades 7 - 12	31	15	7	9
General Science, Grades 7 - 12	21	4	7	10
Mathematics, Grades 7 - 12	22	7	8	7
English, Grades 7 - 12	23	12	8	3
French, Grades 7 - 12	19	3	8	8
Chemistry, Grades 7 - 12	9	3	2	4
Physics, Grades 7 - 12	10	3	5	2
Earth Science, Grades 7 - 12	7	2	3	2
Biology, Grades 7 - 12	7	2	3	2
Physical Education, Pre-K - Grade 12	7	2	3	2
Italian, Grades 7 - 12	5	2	3	
Latin, Grades 7 - 12	5	2	2	1
Teaching English to Speakers of Other Languages (TESOL)	4	1	2	1
English, Middle School	4	1	1	2
Elementary, Grades 1 - 6	3	2	1	
Home Economics, Pre-K - Grade 12	3	1		2
History and Social Studies, Middle School Grades 4 - 8	2		1	1
Art, Pre-K - Grade 12	1			1
School Library-Media Specialist	1	1		
	277	95	98	84

ATTACHMENT A-4-2

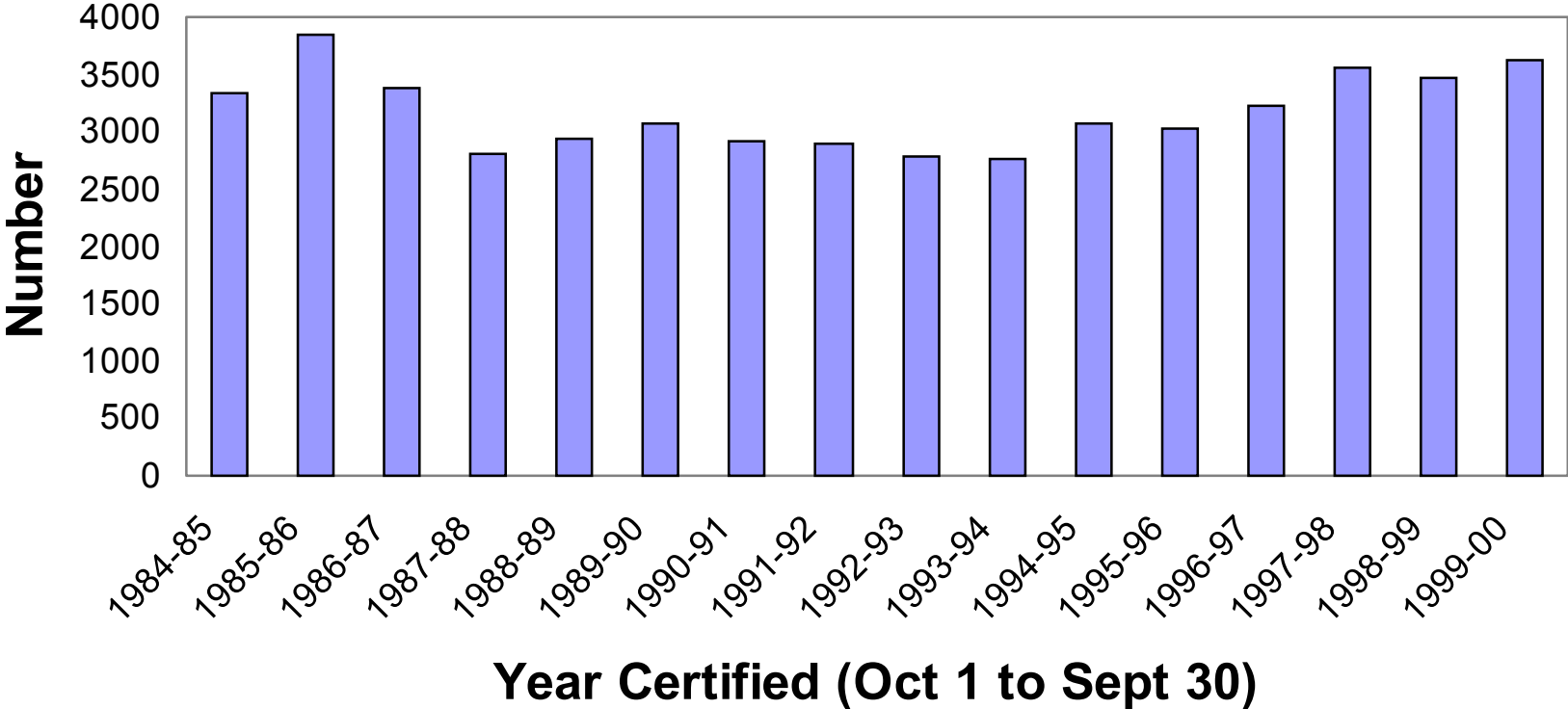
CONNECTICUT DEPARTMENT OF EDUCATION
 Bureau of Certification and Professional Development
 Minor Assignments (1999-2001)
 Date Range: July 1st to November 15th

Subject	Total	1999	2000	2001
Spanish, Grades 7 - 12	35	14	12	9
Health, Pre-K - Grade 12	26	14	10	2
General Science, Grades 7 - 12	23	7	9	7
History and Social Studies, Grades 7 - 12	17	6	9	2
French, Grades 7 - 12	14	5	5	4
Mathematics, Grades 7 - 12	12	6	3	3
English, Grades 7 - 12	10	6	3	1
Earth Science, Grades 7 - 12	8	3	2	3
Physics, Grades 7 - 12	7	4	1	2
Chemistry, Grades 7 - 12	6	2	3	1
Italian, Grades 7 - 12	4	3		1
Latin, Grades 7 - 12	3	2	1	
Biology, Grades 7 - 12	3	1	2	
Physical Education, Pre-K - Grade 12	3	3		
English, Middle School	3	1	2	
History and Social Studies, Middle School	3	1	1	1
Home Economics, Pre-K - Grade 12	2		2	
Teaching English to Speakers of Other Languages (TESOL)	2	2		
Art, Pre-K - Grade 12	1	1		
Comprehensive Special Education, Pre-K - Grade 12	1			1
Total:	183	81	65	37

Full- and Part-Time Public School Certified Professional Staff

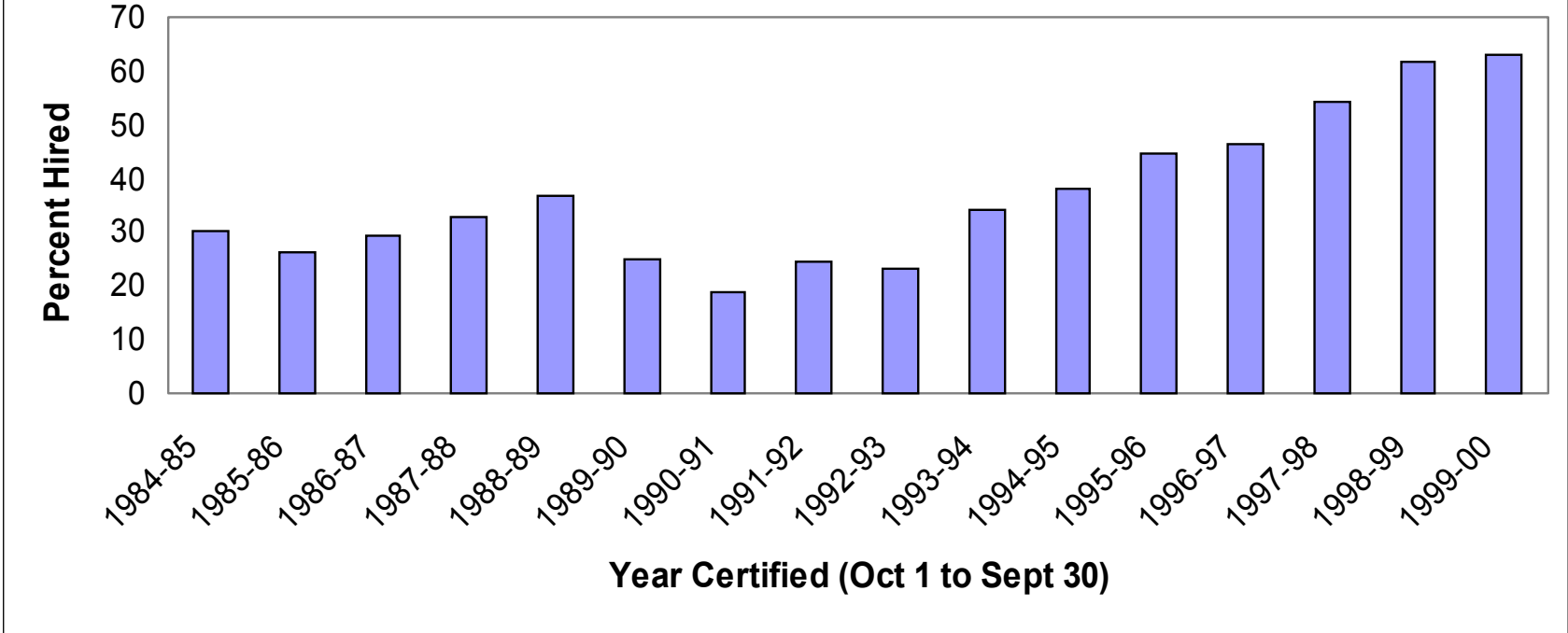


Number First Certified



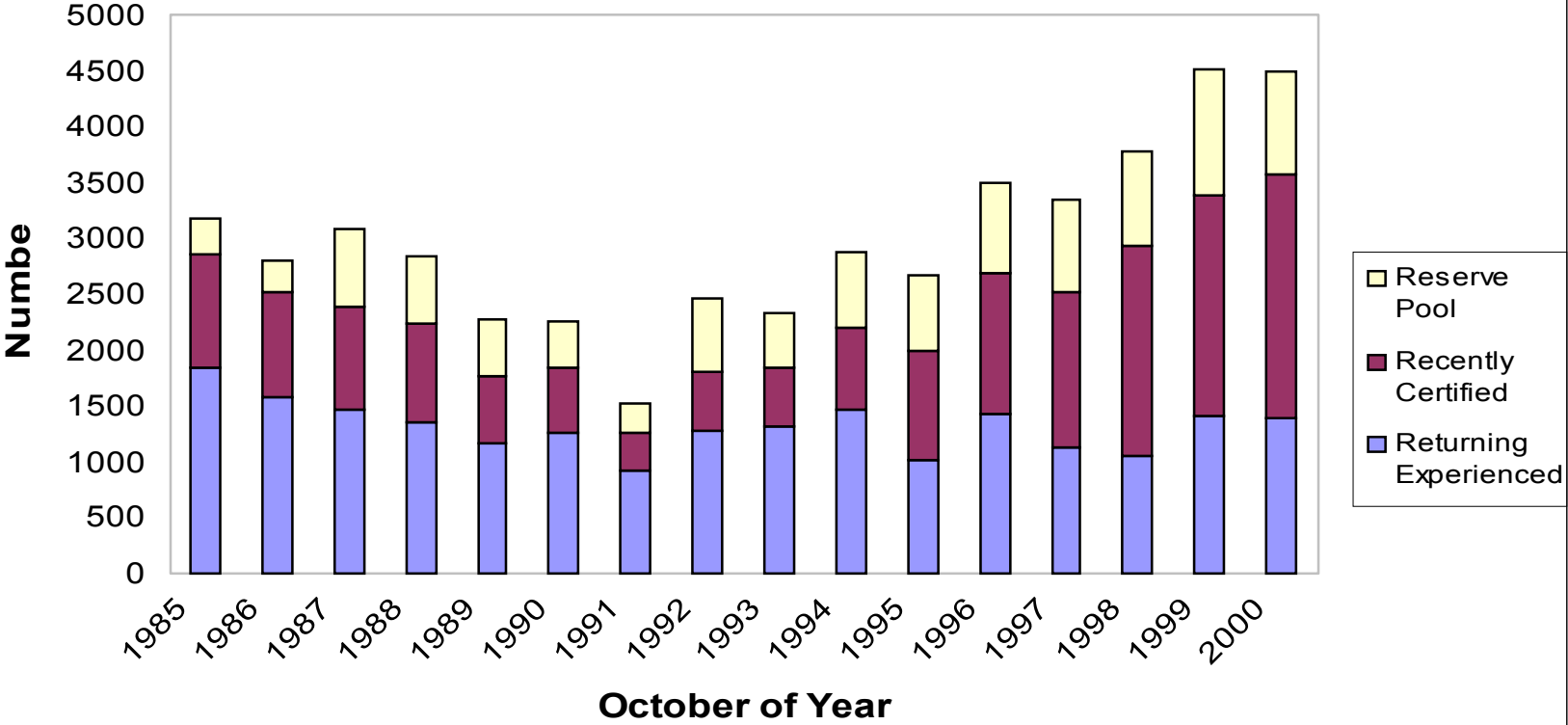
The 3,633 first certified in CT in 1999-2000 is the largest since 1985-86. Not all who are 1st certified seek employment or are hired.

Percent of First Certified Who Are Hired by October

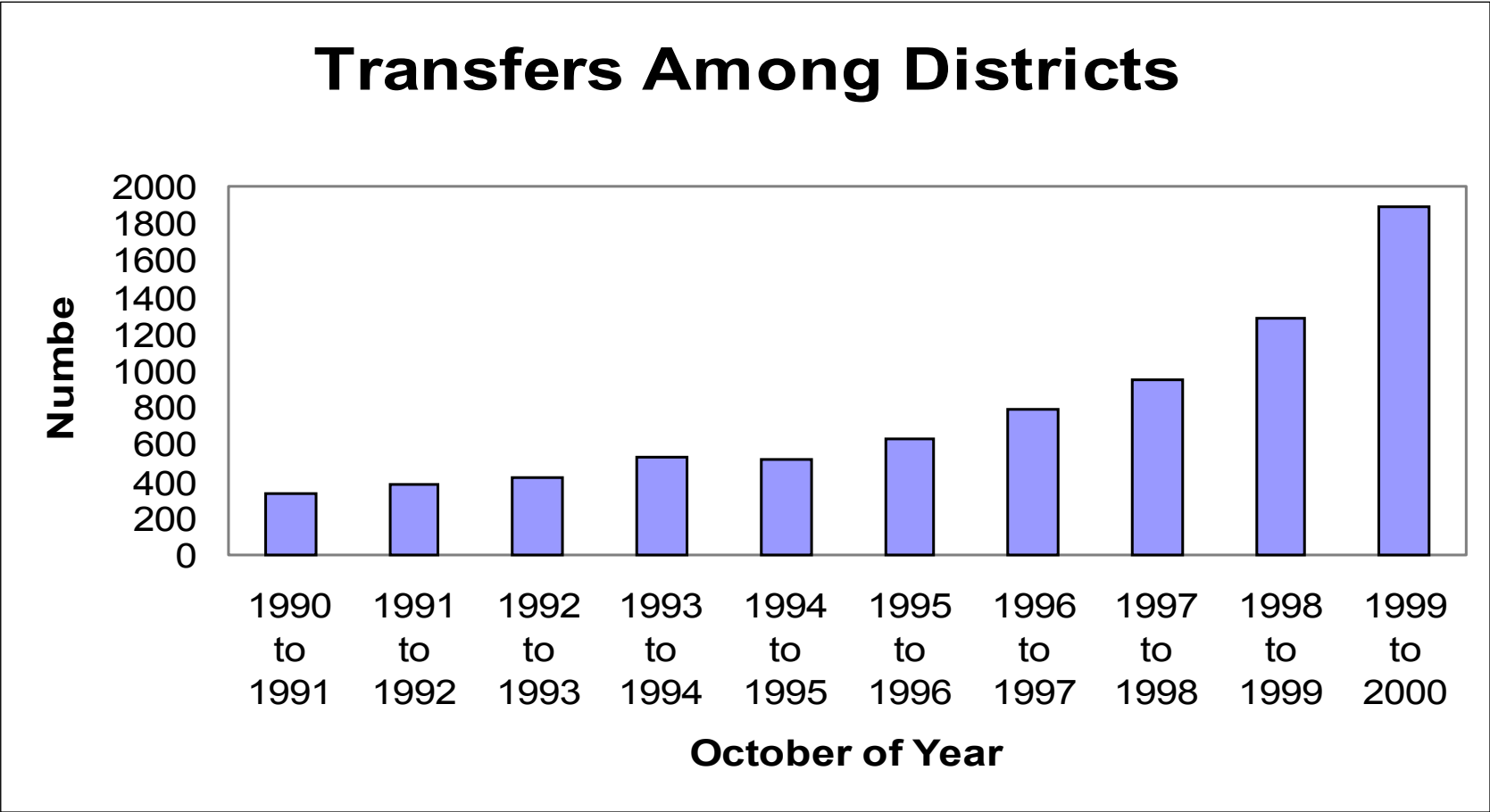


Over 60% of the staff 1st certified in CT the year prior to October 2000 were hired compared to under 20% ten years ago. In most subjects except elementary, about 80% are hired.

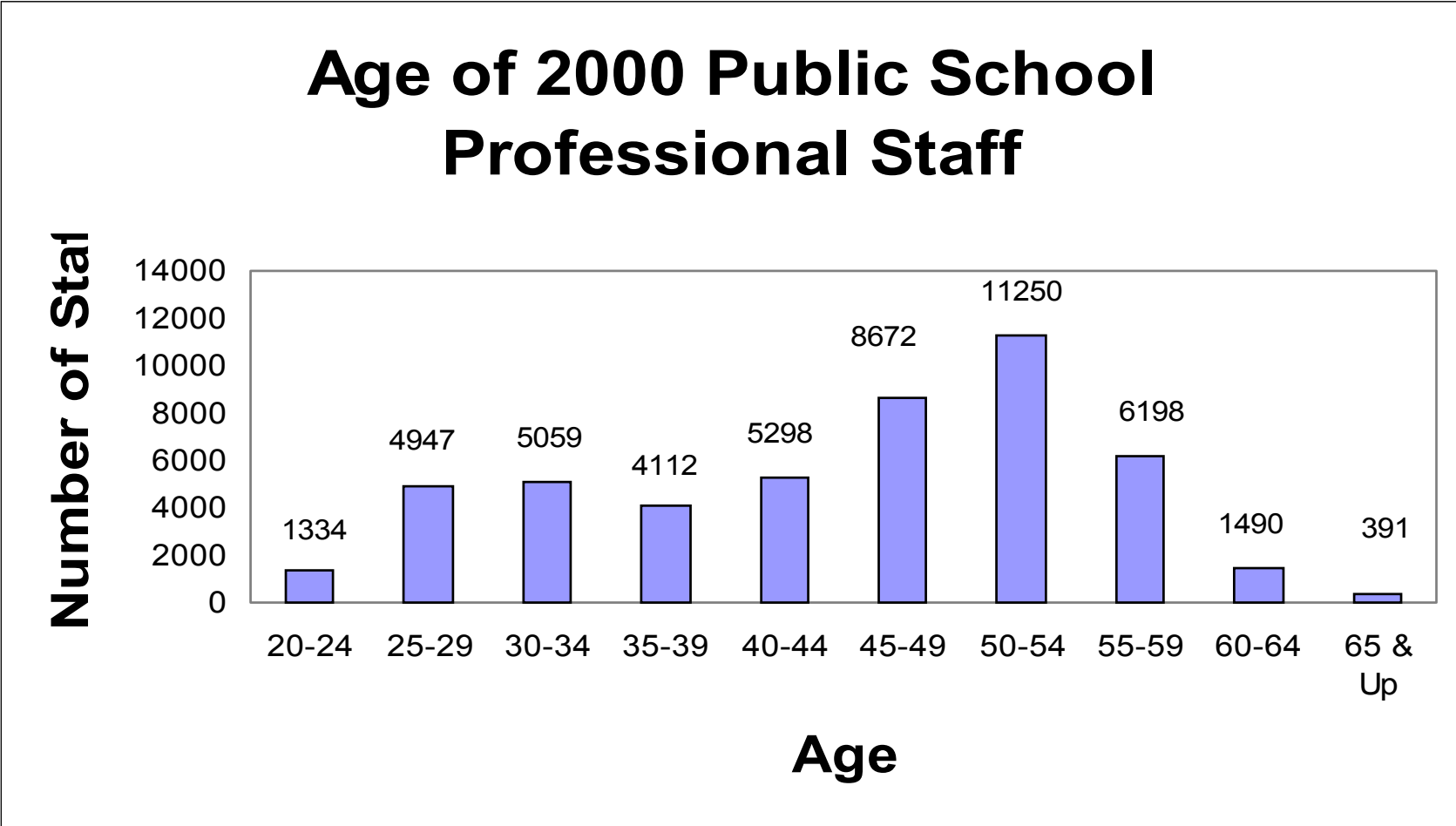
New and Returning Certified Staff



The new annual demand for certified staff has grown from 1,500 in 1991 to 4,500 in 2000. Prior to 1995, over 50% of the demand was filled by returning experienced teachers. In 2000, these teachers filled only 31% of the available positions.



The number of transfers has tripled in the past five years. Transfers do not affect statewide demand for teachers. However, they do affect the demand in districts that lose teachers.



Almost 40% of the staff was 50 years of age or older. The mean age of retirement in 2000-01 was 60 years with 30.1 years experience.

**CONNECTICUT STATE DEPARTMENT OF EDUCATION
*Mid-Term Budget Adjustments
For
State General Fund
Fiscal Year 2002-2003**

5. Educator Quality and Support

There are 19,000 out of 48,000 certified staff in Connecticut schools who are over the age of 50. The replacement of these teachers and administrators over the next decade is a significant challenge. Last year the State Board requested several budget options in this area and a legislative commission followed with its own set of extensive recommendations.

- (a) Key to the quality of teaching and to the supply of teachers is the success of new teachers. Connecticut's BEST program has been nationally recognized for supporting and developing new teachers; enhancing the probability of a lifetime of successful teaching. State stipends for mentors or mentor teams will enhance the percentage of new teachers who remain in teaching.

Additional funds needed: + \$3,500,000

- (b) Several strategic initiatives can be implemented for a relatively low cost – including:

1. grants to local districts for job re-design – including master teachers and non-instructional program managers

+ \$500,000

2. grants to local districts for high school students' teacher-career exploration – tutoring, training, job shadowing, etc.

+ \$400,000

3. national recruiting – information and referral and special outreach to minority staff and those who will teach in shortage areas and in priority school districts; by purchasing advertising, employment data systems and participation in national recruitment services and events.

+ \$150,000

4. study of teacher/administrator compensation – in terms of the attractiveness of current salaries for recruitment and retainment – inequities across towns, comparability to other professions, and salary compression.

+ \$150,000

5. design and implement cross endorsement programs that offer already certified staff the ability to teach another subject.

+ \$200,000

Additional funds needed: + \$1,400,000

Our partners at the Department of Higher Education are considering proposals that support the minority incentive scholarship, loan reimbursements, expansion of existing teacher preparation programs, the alternate route to certification; and paraprofessionals becoming teachers through the community college system and beyond. The State Board may also consider legislative proposals relating to eliminating or changing the penalty for reemployment of retired teachers/administrators and other disincentives in the Teachers' Retirement System.

***Partial listing – only item # 5 listed for purposes of this report.**