

DATA BULLETIN

FALL HIRING REPORT, 2003

For the past 17 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 2003-04 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, 12 charter schools, the state vocational-technical school system and the Connecticut Birth- to-Three Program.

Public school districts had 4,300 full- and part-time teaching positions out of an estimated 53,700 total positions to fill for the fall of 2003. This is a decrease of 44 vacancies from the 2002-03 school year.

October Vacancies

For the past two years, there had been a decline in the number of vacancies remaining in October. This year, however, there has been a slight increase in the number of October vacancies. In October 2003 there was a total of 328 positions (.6 percent of Connecticut's total teaching force) in the public schools unfilled due to some special circumstance (see Table 1), up from 320 in October 2002.

The number of vacancies remaining because no qualified person could be found also increased slightly, from 227 in 2002 to 230 (.4 percent of the total teaching force) in 2003.

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

Table 2. Vacancies, No Qualified Person Found, by ERGs¹

ERG	Total Positions to Fill, 2003-04 School Year	# Vacancies, No Qualified Person Found	% Vacant of Total Positions to Fill
A	453	3	0.7
B	713	18	2.5
C	324	1	0.3
D	394	4	1.0
E	136	5	3.7
F	362	6	1.7
G	157	5	3.2
H	612	13	2.1
I	709	131	18.5
NA	440	44	10.0

Table 1. Fall Hiring Summary, 1987-2003

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
2003	53,700*	4300	12.1	8.0	328	92.4	230	5.3
2002	52,304	4344	9.8	8.3	320	92.6	227	5.2
2001	50,087	4894	10.3	9.8	473	90.3	337	6.9
2000	48,750	5457	11.3	11.2	590	89.2	422	7.7
1999	47,800	5293	12.0	11.1	485	90.8	323	6.1
1998	46,459	4331	13.4	9.3	415	90.4	274	6.3
1997	45,269	3630	17.1	8.0	274	92.5	151	4.2
1996	44,893				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	45,167	3350.3	17.0	7.3	303.4	90.9	165.4	4.3

* 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.

The majority of school districts indicated that they were utilizing short-term substitutes as a solution to their October vacancies (see Table 3). In addition, approximately 16 percent of the October vacancies are handled by either redistributing students among other classes and therefore increasing class size, or by adding additional classes to teachers' schedules. Almost 10 percent of the vacancies were resolved by no longer offering a course.

Table 3. Solution to October Vacancies

Solution	% of October Vacancies
Course no longer offered	9.7
Students redistributed among other classes	8.5
Short-term substitute	51.2
Teacher(s) with appropriate certification pick up additional class	7.4
Remaining vacant (administrative positions only)	5.8
Filled by interim appointment (administrative positions only)	6.6
Other	10.9

Designation of Shortage Areas

Based on 2002-03 school year data, the state-identified shortage areas for the 2003-04 school year are:

- Bilingual Education, Pre-K-12
- Consumer Home Economics, Pre-K-12
- Mathematics, 7-12
- Music, Pre-K-12
- Remedial Reading & Language Arts, 1-12
- School Psychologist
- Spanish, 7-12
- Comprehensive Special Education, Pre-K-12
- Speech and Language Pathology (no grades)
- Technology Education, Pre-K-12

These subject areas were also submitted to the U.S. Department of Education this winter for federal designation as teacher shortage areas. The data collected in the 2003 Fall Hiring Survey will be used to determine the teacher shortage areas for the 2004-05 school year.

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 <http://www.csde.state.ct.us/public/der/t-a/mortgage.htm>.

In addition to the loan deferment and mortgage assistance benefits for teaching in a shortage area, school districts may also take advantage of this designation when rehiring a retired teacher. The 2003 General Assembly enacted a law that enables retired teachers to be reemployed without being subject to the earnings limit if they teach in a position designated by the Commissioner of Education as a subject shortage area for the school year in which they are being employed.

For the past several years, the subject areas designated as shortages have been difficult positions to fill (see Table 4). While the number of positions remaining vacant because a qualified person could not be found has decreased for several of the shortage areas, they still remain the highest with respect to this type of vacancy across all subject areas. Initiatives such as the mortgage assistance program and the federal loan deferment program are intended to somewhat reduce these specific subject area shortages.

Table 4. Positions Available in the Shortage Areas, 1997-2003

Subject	# Positions Available					# Positions Remaining Vacant, No Qualified Person Found				
	99-00	00-01	01-02	02-03	03-04	99-00	00-01	01-02	02-03	03-04
Music	219	247	226	216	175	32	46	28	20	10
Spanish	196	191	178	182	144	17	11	13	7	10
Bilingual	69	71	101	97	65	25	27	18	23	22
Mathematics	314	397	318	260	286	27	17	21	8	18
Special Education	740	685	590	580	493	83	96	70	61	48
Consumer Home Economics	34	45	27	36	28	7	9	3	7	4
Speech Language Pathologist	101	117	139	139	95	6	18	37	47	16
School Psychologist	87	119	134	97	91	10	11	25	23	10
Remedial Reading	75	60	60	50	45	19	15	8	11	8
Technology Education	49	63	50	55	52	9	14	3	8	7

Table 5. 2003-04 Hiring Statistics

<u>Endorsement Area</u>	<u>Total Positions to Fill</u>	<u>Vacancy: No Qualified Person Found</u>	<u>Durational Shortage Area Permit</u>	<u>Minor Assignment</u>	<u>Minimum Qualified Hire</u>	<u>Median Applications</u>	<u>1st CT Certificates</u>	<u>Median Applicant Quality Rating</u>	<u>Shortage Rank</u>
Agriculture, Pre-K-12	3	0	0	0	1	2	2	2	37
Art, Pre-K-12	85	0	6	0	2	24	180	3	36
Bilingual, PK-12	65	22	0	0	22	9	57	1	5
Blind, PK-12	1	1	0	0	0	0	5	1	32
Business, 7-12	33	1	5	0	5	10	90	2	24
Comprehensive Special Education, 1-12	493	48	31	0	9	27.5	675	3	3
Co-Operative Work Education/Diversified Occupation	1	0	1	0	1	1	1	1	35
Department Chairperson	9	2	6	0	2	6	31	2	22
Elementary, 1-6	839	9	0	2	0	119	2336	4	19
English, 7-12	317	11	22	3	6	34	452	3	7
English, Middle School	40	1	4	0	2	16.5	40	2.5	26
General Science, Middle School	56	0	8	1	4	13	29	2.5	31
Health Occupations-Comprehensive H. S.	1	0	0	0	0	13	2	2	47
Health, Pre-K-12	39	3	8	4	10	10	100	2	14
Hearing Impaired, PK-12	5	2	0	0	2	2	25	1	23
High School Diploma Program	1	0	0	0	1	4	41	1	42
History & Social Studies, 7-12	213	0	4	3	6	42.5	440	4	34
History & Social Studies, Middle School	17	0	1	1	1	56	38	4	39
Home Economics, Pre-K-12	28	4	6	0	12	3	28	1	10
Integrated Early Childhood/Spec. Ed, Birth-K	9	0	1	0	1	15.5	17	3	38
Integrated Early Childhood/Spec. Ed, Nursery-3	55	0	10	0	3	15	237	3	33
Intermediate Administrator	165	10	6	0	6	25	344	4	13
Marketing Education, 7-12	1	0	0	0	0	6	14	2	48
Mathematics, 7-12	286	18	68	3	18	18.5	262	2	2
Mathematics, Middle School	38	0	11	2	4	24	48	3	30
Music, PK-12	175	10	14	0	12	14	167	2	8
Non-English Speaking Adults	1	0	0	0	1	1	98	1	40
Occupational Subject, V-T Schools	65	0	0	0	0	75	135	4	49
Physical Education, Pre-K-12	121	6	1	0	8	20	206	3	16
Practical Nurse Education Instruction	7	2	0	0	0	75	9	2	29
Reading and Language Arts Consultant	23	3	3	0	5	4	49	2	17
Remedial Reading & Language Arts, 1-12	45	8	4	0	9	7	85	2	12
School Business Administrator	6	0	0	0	1	10.5	61	4	43
School Counselor	224	2	3	0	5	18	169	3	20
School Library Media Specialist	43	2	9	0	11	11.5	50	2	15
School Nurse Teacher	4	2	0	0	1	1	1	1	21
School Psychologist	91	10	0	0	9	10	105	2	11
School Social Worker	38	1	0	0	8	11	165	3	27
Science, 7-12	265	11	40	6	19	13	481	2	6
Speech and Language Pathologist	95	16	0	0	39	4	95	1	1
Superintendent of Schools	7	0	0	0	0	1	74	4	44
Technology Education, PK-12	52	7	11	0	14	6	38	2	9
TESOL, PK-12	19	2	8	0	5	12	51	2	18
Trade & Industrial Occupations- Comprehensive H.S.	4	0	0	0	1	4.5	20	2	41
Trade Related Subjects, V-T Schools	5	0	0	0	0	75	39	3	50
Unique Subject Area Endorsement	1	0	0	0	0	4	4	5	46
Vocational Agriculture, 7-12	1	0	0	0	0	4	4	2	45
Vocational Technical Administrator	24	2	0	0	0	75	6	3	28
World Language Instructor, Elementary	26	1	0	0	7	7	52	2	25
World Languages, 7-12	204	13	51	3	9	7	281	2	4

Calculation of Shortage Areas

Connecticut takes several variables into account in order to determine areas of shortage (see Table 5). "Vacancy No Qualified Person Found", is the number of full-time and part-time positions that were unfilled as of October 1, 2002, because no individual had met a district's criteria after a complete search.

Teachers working under a "Durational Shortage Area Permit" (DSAP) 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 (TAMA) 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" 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." While DSAPs and TAMAs are a factor in determining areas of shortage, under the No Child Left Behind Act of 2001 teachers teaching under these permits are considered highly qualified. They are included in the calculation of teacher shortage areas because they are typically issued when a school district cannot find a candidate with full certification in the subject area needed.

"Median Applications" 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 final variable, certificates issued or renewed per position is calculated by dividing the number of people receiving or renewing Connecticut certificates between October 1, 2001, and September 30, 2002, by the number of full- and part-time positions for which a district actively sought applicants or reviewed applications from existing files.

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 percent; and
- 4) the number of first Connecticut certificates issued or renewed per position, also weighted 25 percent.

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 areas received a median applicant pool rating of 5. Seven areas received a median applicant pool rating of 4: elementary, history & social studies, middle grades history & social studies, intermediate administrator or supervisor, V-T school occupational subject, school business administrator, and superintendent.

Nine certifiable subject areas received a median rating of 1; they are: bilingual, teachers of the blind, co-operative work education, teachers of the hearing impaired, high school diploma program, home economics, teachers of non-English speaking adults, school nurse teacher, and speech & language pathologists.