



Educator Supply and Demand in Illinois

2002 Annual Report

Illinois State Board of Education

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FOREWORD

The Illinois State Board of Education respectfully submits this 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 of Illinois public schools.

Specifically, this report provides information on:

1. the relative supply and demand for teachers, administrators, and other 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. We would like to recognize the contributions of Richard Yong and Shuwan Chiu of the Data Analysis and Progress Reporting Division, to this report. We would also like to thank George Putnam, from the Illinois Department of Employment Security, for his assistance in calculating the demand projections this year.

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Summary of Findings

Following is a summary of the findings from the 2002 annual report on educator supply and demand prepared pursuant to Section 2-3.11c of the Illinois School Code.

I. Workforce Composition

Females dominate among teachers; males dominate district leadership. There were three female teachers (77%) for every male teacher (23%). Fifty percent of the principals and 17% of the superintendents were female.

Minorities are under-represented among educators. Minority teachers (including black, Hispanic, Asian/Pacific Islander, and Native American) formed 15% of the teaching force compared to a minority student population of about 41%. Minorities formed 19% of the principals in Illinois public schools and only 4% of the superintendents.

Illinois educators have high levels of education. Fifty-four percent of the teachers held bachelor's degrees, and 46% had degrees at the master's level or higher. All administrators possessed at least a master's degree; 13% of the principals and 64% of the superintendents held doctorates or other advanced degrees.

II. 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 who had prior experience; and (4) students in the pipeline, i.e., those currently enrolled in professional preparation programs.

(1) Retention rates remain high. The largest supply of educators is the previous year's workforce. In 2002, 138,318 educators or 93% of the previous year's total workforce were retained to work in Illinois public schools. However, over 7,000 of those educators were retained in different positions. On average, this equals seven position changes per district. Such changes increase administrative workload and can have serious repercussions in the classrooms, especially at the elementary level.

(2) There has been an increase in the number of certificates issued over the last two years. The second largest source of supply is newly certified or "first-time" teachers. Over the last two years, new certificates issued to teachers have increased 15% a year, school service personnel certificates have increased 11%, and administrative certificates have increased 8%.

(3) There was a decrease in the number of re-entries hired. 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 first time since 1997, however, the number of re-entries hired has declined. In 2002, 4,152 or 3% of the educators were re-entries to the Illinois public school system, compared to 5,301 or 4% in 2001.

(4) The number of students in the pipeline increased. The pipeline, measured at two points, provides a good indicator of future supply. The first point, which includes undergraduate and graduate students enrolled in education programs, showed an increase from 38,327 in 2000 to 44,295 in 2001. The second point, where students complete an Illinois-approved program of teacher education, showed a 12% increase from 11,201 in 2000 to 12,504 in 2001. These increases bode well for the future supply of educators, provided a large portion of these students ultimately choose to become educators in Illinois public schools.

III. Demand Factors

Demand refers to the need for educational personnel to fill positions. Demand factors include: (1) changes in student enrollments; (2) workforce growth; (3) retirement projections; and (4) attrition (i.e., the rate at which educators leave the profession).

(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 2007. 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) Overall the educator workforce grew by only one-tenth of 1%. In the last ten years, the teacher workforce grew by 2% per year while the administrator workforce grew by 2.5% per year. But in 2002, the overall educator workforce grew by only 205 or 0.1%. This sudden change in workforce growth may be due to the increasing fiscal problems faced by Illinois public school districts. The 2002 data showed that:

- ? In downstate Illinois, the total number of full-time administrators employed in Illinois public schools grew by only 42, or less than 1%, down from 2.6% for each of the last three years.
- ? Similarly, the total number of full-time teachers employed downstate grew by 1,943 or 1.9%, down from 2.5% in each of the last three years.
- ? State growth rates could not be determined because in 2002, the Chicago School District reclassified many of its teachers as administrators. This reclassification seriously affected state averages. Due to the reclassification, the Chicago School District showed a 74% growth in the administrative workforce and an 8% decline in the teacher workforce.

(3) Educators are considered to be eligible to retire if they are at least 55 years old and have at least 20 years of experience.

- ? **Illinois public schools are staffed by an aging workforce.** In 2002, over 49,000 (39%) teachers and nearly 6,000 (60%) administrators were at least 50 years old. While 40% of the teachers are aged 40 or younger, only 16% of the administrators are under 40 years old.
- ? **One out of four administrators has at least 31 years of work experience.** Among administrators, 67% had 20 or more years experience while 24% had 31 or more years experience. In contrast, only 33% of teachers had 20 or more years experience and only 9% had 31 or more years experience. The experience distribution of educators clearly foretells an increasing demand for administrators over the next few years.

- ? **There is an upward trend in the number of educators, especially administrators, who are eligible to retire.** In 2002, nearly 17,000 (13%) of the teachers and 2,606 (28%) of the administrators were eligible to retire (individuals at least 55 years old having at least 20 years of experience). By 2005, it is estimated that 18% of the teachers and 38% of the administrators will be eligible to retire. All indicators point to an increase in educator retirement in the near future. However, it will have much greater impact on the administrator workforce due to its advanced age and experience levels. The teaching workforce is also aging but does not have the requisite years of experience.

(4) Attrition indicates the rate at which educators leave Illinois public schools. It considers all full-time educators who were in Illinois public schools last year but are not there in the current year.

- ? **Teacher attrition plateaus in 2002 after increasing for four consecutive years.** After increasing nearly 60% since 1996, teacher attrition rates leveled out between 2001 and 2002. Just over 7% (9,139) of the 2001 full-time teachers left education. Relatively higher attrition rates were reported for alternative education (11%) and bilingual education (10%).
- ? **Administrator attrition continues upward trend.** Since 1996, administrator attrition rates have more than doubled. Between 2001 and 2002, 7% of full-time administrators left education. If the trend continues, attrition will be nearly 9% in the 2003 school year. Positions expected to have the highest attrition rates include district superintendents, elementary, and high school principals.

IV. Over/Under-Supply of Educators

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

(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, the number of individuals receiving their first certificates in a certain year are 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 2002:

- ? The areas with the **greatest over-production** were: social science, guidance counselor, English language arts, and health.
- ? Areas of **likely under-production** include: nurse, music, physical education, and special education teachers.

(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 2,458 unfilled positions as of October 1, 2001.** The areas of subjects with the greatest number of unfilled positions were: cross categorical (517), self-contained elementary (383), bilingual (160), speech and language (143), music (121), and behavior disordered (110).

- ? **Half (1,215) of the unfilled positions were in the Chicago School District.** There were 798 (32%) unfilled positions in the suburban counties (Cook and the collar counties) and 445 (18%) unfilled positions in the rest of Illinois.
- ? **The number of unfilled positions increased significantly in recent years,** from 1,387 in 1996 to 2,637 in 2000, then declined slightly to 2,458 in 2001.

(3) **District ratings of over/under supply of educators.** School districts were asked to rate the availability of educators in various positions. The following were found:

- ? **Districts indicated that there were shortages in nearly all of the positions.** The twelve positions with the most severe shortages were:

Position	#-Distrs with Shortage	Severity Index	
		Sum	Rank
Special Ed - Behavior Disordered	469	-725	1
Special Ed - Learning Disabled	454	-625	4
Special Ed - Cross Categorical	445	-654	3
Special Ed - Speech & Lang.	440	-722	2
Special Ed – EMH	365	-525	6
Psychologist	341	-527	5
Foreign Language – Spanish	324	-473	7
Math	315	-424	12
Guidance Counselor	313	-448	11
Librarian/Media Specialist	312	-461	8
Science – Chemistry	300	-451	10
Science – Physics	295	-460	9

- ? **There were only three positions where more overages were reported than shortages.** They were: Self-contained elementary, social science, and physical education.
- ? **Geographically, shortage was found in every region of the state.** In terms of Regional Offices of Education (ROE), the following had the greatest shortage of educators: ROE 15 (Chicago), ROE 22 (Fulton/Schuyler), ROE 16 (DeKalb), ROE 40 (Calhoun/Greene/Jersey/Macoupin), and ROE 1(Adams/Pike).
- ? **No clear pattern was discernible in the distribution of districts by community type.** Districts were classified on the basis of the locale codes provided by the National Center for Education Statistics. All district types, from rural to suburban to the large urban districts overwhelmingly reported shortages; only a handful of districts reported overages.

Note on rating of shortages: 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 either severe (-2) or under-supply (-1). The second indicator was the "Severity Index" which was derived by summing the ratings. Since under-supply ratings were negative, the lower the total, the greater the shortage.

V. Projected areas of high demand in Illinois

Projections of likely high demand areas were made in order to advise the institutions of higher education of future career opportunities in education. Through 2006, it is estimated that Illinois will need about 44,000 teachers of which nearly 27,000 will be first-time teachers. In that same time period, Illinois is expected to need about 2,400 administrators and over 4,000 other educators.

In terms of ***number***, the greatest needs through 2006 are:

- (a) administrators/other educators
 - librarian/media specialist; guidance counselor; social worker; elementary principal; coordinator.
- (b) teachers
 - self-contained elementary; special education; English/language arts; mathematics; science; social science; physical education; music; foreign language; and art.

In terms of the ***percent of the 2002 workforce***, the greatest needs through 2006 are:

- (a) administrators/other educators
 - librarian/media specialist; nurse; coordinator; assistant junior high principal and high school principal.
- (b) teachers
 - English as a second language; special education (other); agriculture; Spanish; reading/remedial reading; language arts; bilingual; learning resource center and library; physics and general science.

I. Workforce Composition

This chapter provides contextual information in terms of profiles of full-time teachers, principals, and superintendents employed in Illinois public schools in school year 2002. Included are all full-time elementary, secondary, and special education teachers. Only school principals and district superintendents listed as full-time employees in the Teacher Service Record are included in this section. Excluded are part-time teachers and administrators who are designated as assistants, associates, or deputies.

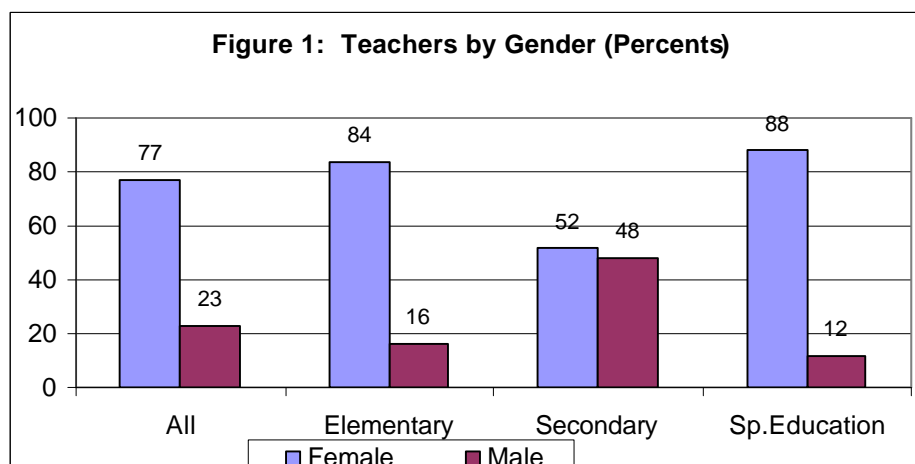
Classroom Teachers

Number of Teachers

In school year 2002, Illinois public school students were taught by 127,408 full-time teachers. Included in this number were 74,999 elementary teachers (including junior high), 30,816 secondary teachers, and 21,593 special education teachers.

Gender of Teachers

Overall, there were three female teachers (77%) for every one male teacher (23%). However, the degree to which females dominated the teaching profession varied by level or teaching assignment, as shown in **Figure 1**. There were more than five females for every male among elementary teachers and about seven females for every one male special education teacher. The gender ratio was more balanced among secondary teachers, one female for every male.



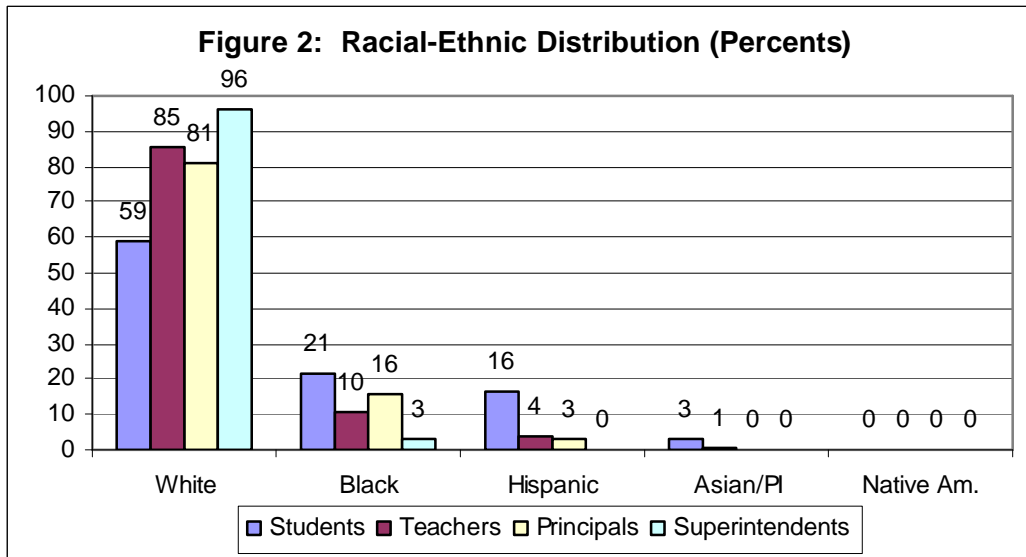
Age of Teachers

On average, teachers in Illinois public schools were 43 years old. As illustrated below, 14% or 17,517 of the teachers were at least 56 years old. This may have implications in terms of the need for teachers to replace those who will be retiring in the near future. In school year 2002, the age distribution for teachers was:

Younger than 25 years old	5%
26-35 years old	26%
36-45 years old	19%
46-55 years old	36%
56-65 years old	13%
66 years and older	1%

Race/Ethnicity of Teachers

Collectively, minority (including black, Hispanic, Asian/Pacific Islander, and Native American) teachers form 15% of the teaching force compared to a minority student population of 41%. The racial/ethnic distribution is shown in **Figure 2**. Some educators consider it important for the teacher racial-ethnic distribution to reflect the student racial-ethnic distribution in order to provide role models for the students. Availability of minority teacher candidates is an important factor affecting the racial-ethnic ratios between teachers and students. Another factor may be the organization of the education system in terms of districts and schools; it is not always possible to hire staff to reflect the exact proportions of minority students.



Education of Teachers

While 54% of the teachers held bachelor's degrees, 46% had degrees at the master's level or higher. More than 800 (0.6%) teachers had doctorates.

School and District Administrators

Number of Administrators

In school year 2002, leadership in attendance centers was provided by 3,632 school principals, while leadership in the districts was provided by 854 superintendents. As mentioned previously, these principals and superintendents were listed as full-time employees in the Teacher Service Record file.

Gender of Administrators

The ratio between the two genders appears to be more balanced for principals compared to the ratio for superintendents. In school year 2002, nearly 50% of the principals were female. However, males clearly dominated among superintendents; only 17% of the superintendents were female.

Age of Administrators

On average, principals in Illinois public schools were 50 years old and superintendents were 54 years old. The age distribution of principals and superintendents was:

	Principals	Superintendents
26-35 years old	6%	1%
36-45 years old	17%	6%
46-55 years old	55%	58%
56-65 years old	21%	33%
66 years and older	1%	1%

Twenty-two percent or 795 of the principals and 34% or 283 of the superintendents were at least 56 years old. This may have implications in terms of the need for staff with administrative certificates to replace those who will be retiring in the very near future.

Race/Ethnicity of Administrators

Collectively, minorities (including black, Hispanic, Asian/Pacific Islander, and Native American) form 19% of the principals in Illinois public schools and only 4% of the superintendents. Availability of minority principal and superintendent candidates is an important factor affecting the racial-ethnic make-up of the administrators. Another factor may be the organization of the education system in terms of districts and schools; it is not always possible to hire principals and district superintendents to reflect the exact proportions of minority students.

Education of Administrators

Section 21-7.1 of the School Code [105 ILCS 5/21-7.1] requires that all school and district administrators possess at least a master's degree. Thirteen percent of Illinois school principals and 64% of the superintendents held doctorates or other advanced degrees that were beyond the master's degree level.

II. 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).

Personnel Retained from the Previous Year

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. In Illinois, over 88% of the previous year's educational workforce was employed in the same position in school year 2002. Another 5% were retained in Illinois public schools, but in a different position. Thus, 93% of all educators in Illinois were still in public education in 2002 (see **Table 1**).

Position	Total FT 2001	Retained in 2002		Total Retained in 2002	
		In Same Position	In Different Position		
Administrative	8,551	83%	10%	7,956	93%
Instructional	127,323	89%	4%	118,184	93%
Other Certified Staff	5,377	67%	25%	4,943	92%
School Service Personnel	7,743	92%	2%	7,235	93%
All Educators	148,994	88%	5%	138,318	93%

While the vast majority of Illinois' educators are retained from year to year at the state level, there is considerable flux at the local level. Of particular concern this year, was the relatively low rate at which other certified staff, and to a lesser extent administrative personnel, were retained in the same position (i.e., 67% and 83% respectively). Although it amounts to less than 5% of the 2001 workforce, over 7,000 educators switched positions between 2001 and 2002. While that does not seem like a lot at the state level, on average it equals over seven position changes at the district level, and nearly two changes for each attendance center. This positional "musical chairs" increases administrator workload and can have serious repercussions in the classroom, especially at the elementary level.

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 2001-02 school year, teachers had to be certified in the previous fiscal year (i.e., July 2000 to June 2001).

Since fiscal year 2000, the number of new instructional certificates issued has increased 15% a year, school service personnel certificates have increased 11%, and administrative certificates have increased 8% (see **Table 2**).

While the number of teaching certificates has increased 15% over the last two years, the number of *individuals* receiving them has only increased 9% (from 9,636 in 2000 to 11,343 in 2002). 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 15% increase in instructional certificates may be slightly exaggerated.

Type				Avg. Change (2 Yr.)
	2000	2001	2002	
3 Elementary	4,987	7,433	7,318	24%
4 Early Childhood	641	773	785	11%
9 Secondary	3,324	5,599	5,358	32%
10 Special Teaching	2,753	1,874	1,700	-21%
Total Instructional	11,705	15,679	15,161	15%
5 Provisional Early Childhood	11	5	14	63%
30 Provisional Elementary	45	59	116	64%
31 Provisional High School	37	47	126	98%
33 Provisional Special Teaching	36	68	142	99%
Total Provisional	129	179	398	81%
73 School Service Personnel	708	784	865	11%
74 Provisional SSP	26	28	43	31%
Total SSP	734	812	908	11%
75 Administrative	1,403	1,536	1,628	8%
76 Provisional Admin.	12	11	16	19%
Total Administrative	1,415	1,547	1,644	8%
39 Substitute	12,117	12,528	17,726	22%

Another positive finding was the increase in provisional certificates issued to teachers. 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 (398 in 2002 or 2.5% of the new certificates issued), 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 due to the large number of educators that were enticed to retire by the early retirement incentive. 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 an equally steep drop in 1996 and 1997, but then, between 1997 and 2001, the number of re-entries hired increased 67%, from a low of 3,172 to 5,301.

For the first time since 1997, the number of re-entries hired has declined. In 2001-02, only 3,641 teachers re-entered the Illinois public school system, a decrease of over 30% (1,660) from last year (see **Table 3**). While the number of re-entries hired is down in all categories, the decrease is much greater for other certified staff (-45%).

Position	Total FT 2002	Re-entries		Change from 01
		N	%- FT	
Administrative	9,376	151	2%	-11%
Instructional	127,408	3,641	3%	-31%
Other Certified Staff	4,505	106	2%	-45%
School Service Personnel	7,910	254	3%	-23%
All Educators	<u>149,199</u>	<u>4,152</u>	<u>3%</u>	<u>-31%</u>

Students in the Pipeline

Students currently enrolled in professional preparation programs are the best indicators of future supply. By tracking enrollment trends in both teacher preparation and alternative routes to certification, one should be able to derive some notion of whether the educator supply is likely to increase or decrease in the next three to four years. In order to project future supply, however, one would also need to track how many program completers (i.e., students who completed all requirements of an approved teacher education program), actually receive certification in Illinois.

The joint effort between the Illinois State Board of Education (ISBE) and the Illinois Board of Higher Education (IBHE) to develop a data warehouse that will house higher education, certification, and educator employment data is crucial to this undertaking. Unfortunately, the data will not be available prior to the first quarter of 2003, and it will take a couple of years before trends can be analyzed. Until then, aggregate enrollment and program completer data that the State Board's Division of Professional Preparation collects from the 57 teacher preparation institutions in late fall will be used.

As **Table 4** shows, there were 22,277 undergraduate and 4,884 graduate students enrolled full-time in professional preparation programs in 2001. A major concern last year 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 two years was 2%. Graduate enrollments, on the other hand, continue to grow at a dramatic pace. In 2001, full-time enrollments were up 27% and part-time enrollments were up 15%. Over the last two years, full-time graduate enrollments have grown 20% a year and part-time graduate enrollments have increased 9% a year.

Professional Preparation Enrollments				Change (00--01)	
	1999	2000	2001	N	%
Undergraduate Full-Time	21,806	19,612	22,277	2,665	14%
Undergraduate Part-Time	3,087	2,744	3,236	492	18%
Total	24,893	22,356	25,513	3,157	14%
Graduate Full-Time	3,415	3,857	4,884	1,027	27%
Graduate Part-Time	11,709	12,114	13,898	1,784	15%
Total	15,124	15,971	18,782	2,811	18%

SOURCE: Division of Professional Preparation

As **Table 5** shows, there was a 12% increase in the total number of program completers between the 2000 and 2001 school years with most of the growth occurring in Special Education and Administrative programs. In contrast, three program areas showed slight to moderate decreases during that same time period: Early Childhood (-8%), Secondary Programs (-13%), and School Service Personnel (-25%).

	1999	2000	2001	Percent Change (00--01)
Early Childhood	638	638	584	-8%
Elementary Programs	3,953	3,715	4,243	14%
Secondary Programs	2,228	2,882	2,506	-13%
K-12 Programs	854	788	948	20%
Special Education Programs	1,495	1,322	1,889	43%
School Service Personnel	528	677	508	-25%
Administrative Programs	1,180	1,179	1,760	49%
Alternative Routes to Certification	0	0	66	n/a
Total:	10,876	11,201	12,504	12%

SOURCE: Division of Professional Preparation

However, as can be seen in **Table 6**, there is considerable variation in the annual growth rates for each of the program areas. For example, there was a 12% decrease in the number of special education program completers in 2000 countered by a 43% increase in 2001 (see **Table 6**). The opposite pattern is found in school service personnel. A 28% increase in completers in 2000 was offset by a 25% decline in 2001. While two data points are not sufficient to establish a trend, averaging them will indicate whether the number of program completers is increasing or decreasing, at least in a very general sense. The two-year averages show that between 1999 and 2001, there was an increase in the number of program completers for all areas except early childhood.

Table 6: Program Completer Growth Rates			
	Percent Change (99-00)	Percent Change (00-01)	2 YR AVG.
Early Childhood	0%	-8%	-4%
Elementary Programs	-6%	14%	4%
Secondary Programs	29%	-13%	8%
K-12 Programs	-8%	20%	6%
Special Education Programs	-12%	43%	16%
School Service Personnel	28%	-25%	2%
Administrative Programs	0%	49%	25%
Alternative Routes to Certification	n/a	n/a	n/a
Total:	3%	12%	7%

III. 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 2002 Public School Enrollment Projection Report, and the 2001-02 Teacher Service Record (TSR). The TSR contains employment data on all Illinois public school personnel and is collected annually in the fall by the Illinois State Board of Education. The 2001-02 collection was the first time that Chicago District 299 filed electronically and in the same format as the rest of the state. While it is expected that this move will greatly improve data accuracy and lead to quicker turnaround in the near future, the first attempt was not without some problems. More specifically, thousands of positions and assignments in Chicago were recoded and may appear to be growth or attrition in the following tables. Thus, the reader must use extreme care in interpreting trend data based on this year's data. See **Appendix A** for the complete list of position changes for full-time staff between 2001 and 2002.

It now takes over ten months to receive accurate district data and to edit the TSR file; the most current file that could be used for this study contains data from the 2001-02 school year and was received on October 24, 2002. Where abbreviated, data from the 2000-01 are referred to as "2001" and data from the 2001-02 school year are referred to as "2002." For comparative purposes, 2002 is considered the "current year" and 2001, 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, 2002). All of the growth, however, will be at the secondary level which will exacerbate the demand for high school teachers.

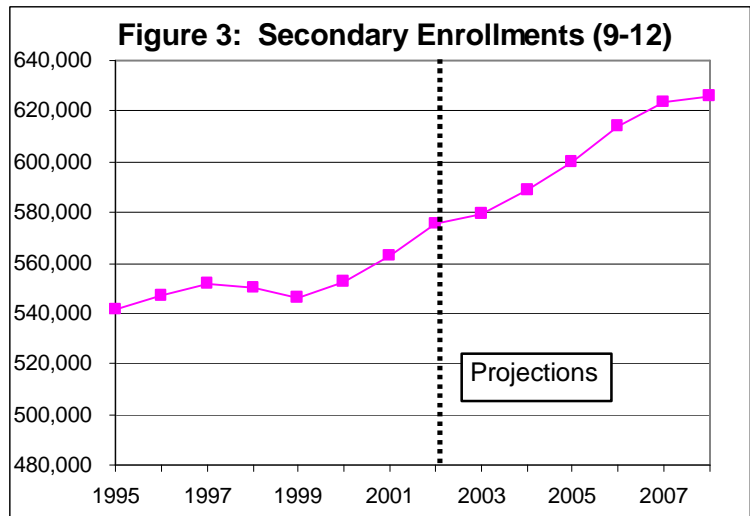
Total Illinois public school enrollment for school year 2002 was 1,998,484, an increase of 25,628 students, or about 1% over the previous year (see **Table 7**). For the last five years, total enrollments have increased an average of nearly 1% or over 17,500 students per year. However, it is expected that the growth rate will decline substantially for the next five years averaging only 0.33%, or about 6,500 students per year. Furthermore, it is predicted that K-12 enrollments will peak in 2007 and then begin to decline marginally (about 2,500 students a year) for the next four years due to decreases in K-8 enrollments. It is predicted that by the year 2006, secondary enrollments will increase by over 38,000 students (7%) while elementary enrollments will decrease by nearly 13,000 students (1%).

TABLE 7: Enrollment Projections Through School Year 2006

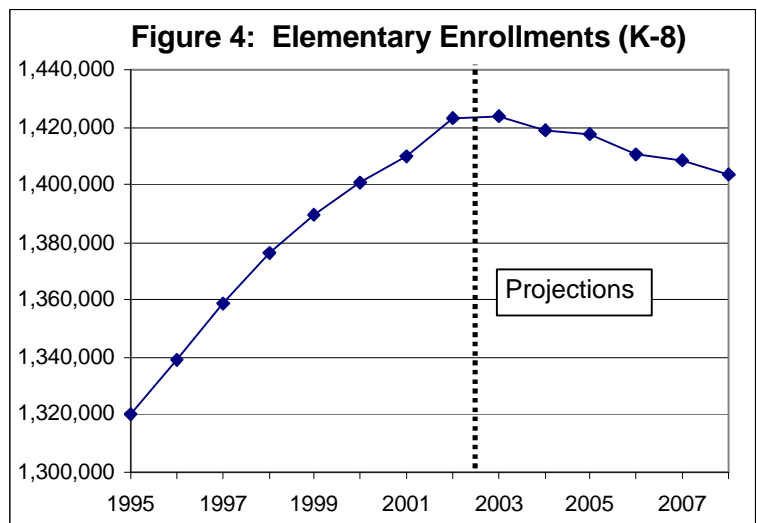
	2001	2002	Change (01)		2006		
			N	%	Projected Enrollment	Change (02) N	%
Elementary	1,410,133	1,423,239	13,106	1%	1,410,405	(12,834)	-1%
Secondary	562,723	575,245	12,522	2%	613,647	38,402	7%
TOTAL	1,972,856	1,998,484	25,628	1%	2,024,052	25,568	1%

As can be seen in **Figures 3 and 4**, secondary enrollments are expected to increase through 2009, while elementary enrollments will peak in 2003 and then begin a steady decline for the next five years.

Secondary enrollments for 2001-02 were 575,245, an increase of more than 12,000 students (2.2%) over last year. Over the last three years, secondary enrollments have increased by over 22,000 students (or an average of 1.7% a year). Prior to 1999-00, however, the five-year average growth rate was only 0.4% and enrollments had actually decreased in two of those years (1997-98 and 1998-99). For the next five years, secondary enrollments are expected to continue to grow at an average of 1.5% and peak in school year 2009 at 627,440. This represents an increase of 9% or 52,195 students over 2002 enrollments (see **Figure 3**).



In 2002, elementary enrollments (1,423,239) continued their decade-long growth trend, increasing nearly 1%, or 13,106 students. They are expected to peak in 2003 at 1,424,239, and then decline, on average, about 3,500 students a year (or -.2% a year) for the next seven years. 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). (See **Figure 4**)



Workforce Growth

Total Educator Workforce

For the last ten years, the educational workforce has increased in response to the growth in student enrollments and increases in educational spending. The teacher workforce has grown, on average, nearly 2% a year while the administrator workforce grew by 2.5% a year, for the last five years. For school year 2002, however, the total full-time educator workforce was 149,199, which represents an increase of only 205 educators, or one-tenth of 1-percent, over the previous year (see **Table 8**). While student enrollments continue to grow at about 1% a year, the teacher workforce remained essentially the same size as last year.

	2002 FT	Change From 2001	
		N	%
Administrators	9,376	825	10%
Teachers	127,408	85	0%
School Service Personnel	7,910	167	2%
Other Certified Staff	4,505	-872	-17%
Total Workforce	149,199	205	0.1%

The 10% increase in administrators was due to the reclassification of Chicago District #299 teachers into administrative assistants and assistant principals to match the Teacher Service Record definitions. A loss of over 1,000 consultants and coordinators in Chicago caused the 17% decrease in Other Certified Staff. As can be seen in **Appendix A**, Chicago's educator workforce decreased by over 2,000 (7%) this year.

Administrator Workforce Growth

The total number of full-time administrators employed in Illinois public schools for school year 2002 was 9,376, an increase of 825 (9.6%) from last year's total (see **Table 9**). However, Chicago's growth is largely due to a reclassification of positions rather than an increase in the actual number employed. For example, over 600 teachers were reclassified this year as elementary assistant principals, administrative assistants, and assistant directors.

	State		Downstate		Chicago*	
	#-FT	Change	#-FT	Change	#-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	9,376	9.6%	7,534	0.6%	1,842	73.9%

*NOTE: 2001-02 was the first year Chicago reported data in the TSR format and a large number of teachers were reclassified as administrators.

Teacher Workforce Growth

Prior to this year, the total number of full-time teachers in Illinois had increased an average of 1.9% a year for the last ten years. In that time, the full-time teaching force has grown from a low of 105,993 in 1990-91, to a high of 127,323 in 2001. The teacher workforce has 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. In the five years prior to 2002, the increases have been more dramatic— with the teacher workforce increasing by an average rate of 2.4%, or about 3,000 teachers a year.

The total number of full-time teachers employed in Illinois public schools in school year 2002 was 127,408, an increase of only 85 teachers (or 0.1%) over last year (see **Table 10**). Downstate showed a 1.9% increase over last year while Chicago showed a 7.7% decrease in full-time teachers. As was stated earlier, a large portion of that decrease was due to Chicago teachers being reclassified as administrators and other certified staff.

Table 10: 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%

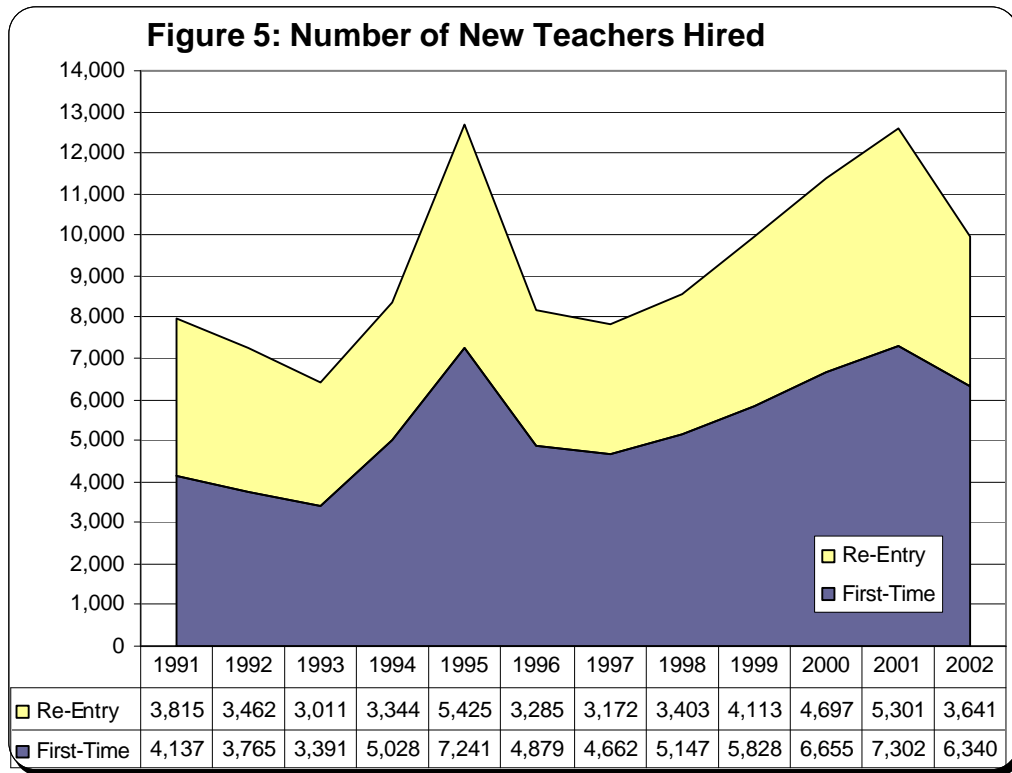
NOTE: 2001-02 was the first year Chicago reported data in the TSR format and a large number of teachers were reclassified as administrators.

Number of New Teachers Hired

Figure 5 shows the number of new teachers hired for each of the last ten years. The sharp peak in school year 1995 is due to the early retirement incentive. Since that anomaly, and the subsequent decrease in the number of new teachers hired, there has been a dramatic increase in the trend through 2001. In 1997, a total of 7,834 new teachers were hired, and in 2001 that number rose to 12,603. This represents a 60% increase in the demand for new teachers since 1997.

This year, however, there was a sharp drop in the number of new teachers hired. Illinois public schools hired just fewer than 10,000 new teachers this year, which is a decrease of more than 2,500 teachers or a 21% drop from 2001. Of the new hires, just over 6,300 were first-time teachers (down 962 or 13% from 2001) and over 3,600 were re-entries (down 1,660 or 31% from 2001). This year, re-entries comprised 36% of new hires versus 42% last year.

Teachers re-entering the workforce filled a significant number of district vacancies over the last twelve years. Teachers with greater than one year of experience who were not employed in an Illinois public school the previous year (i.e., “re-entries”), filled 3,641 vacancies and accounted for 36% of the new teachers hired in 2002.



All four categories of teachers experienced a decrease in the number of new hires in 2002. The largest drop was in elementary (-28%), followed by special education (-22%), and secondary teachers (-18%). The decrease in junior/middle school new hires was minimal (-3%). This decline in hiring is most likely the result of fiscal difficulties faced by districts, a problem that is well documented nationally (Blair, 2002; Kramer, 2002). In Illinois, the majority of school districts incurred deficit spending in the last fiscal year, and that number is expected to increase in the upcoming year.

As **Table 11** shows, the biggest category of newly hired teachers was elementary (3,998), followed by high school (2,380), and special education teachers (1,902).

Table 11: New Teachers Hired in 2002 [FT]

Position	Total FT 2002	New (Reent+First)		First Time		Re-entries	
		N	% 02	N	% 02	N	% 02
Special Ed. (all)	21,593	1,902	9%	1,073	5%	829	4%
Elementary	56,702	3,998	7%	2,671	5%	1,327	2%
Jr/Middle	18,297	1,701	9%	1,099	6%	602	3%
Secondary	30,816	2,380	8%	1,497	5%	883	3%
	127,408	9,981	8%	6,340	5%	3,641	3%

Number of New Administrators Hired

In school year 2002, there were 745 new administrators hired. Three-fourths of these new administrators were Illinois teachers the previous year (see **Table 12**). Another 151 (20%) were re-entering professionals and about 3% were in the Illinois public school system for the first time. The number of new administrators hired was about 33% more than last year (i.e., 560 were hired in 2001). While this seems like a dramatic increase, some of the growth may be due to the reclassification of Chicago teachers as administrators.

When viewed by individual position, Elementary Principals and Assistants had the largest number of new hires (241; a 10% increase) followed by Other Administrator (164), which also had the largest percent increase (13%). The Other Administrator category includes deans, business managers, and administrative assistants.

POSITION	2002 FT	New Administrators			Total New	
		First Time	Re-entry	Changed Position [from teaching]	N	%-FT
		District Supt./Asst.	1,160	0	23	4
Elem. Princ./Asst.	3,248	2	40	199	241	7%
Jr. High Princ./Asst.	1,029	1	20	85	106	10%
H.S. Princ./Asst.	1,386	1	20	95	116	8%
Director/Asst.	1,170	7	26	56	89	8%
Other Administrator	1,230	10	21	133	164	13%
Other Supt.	153	1	1	0	2	1%
Total	9,376	22	151	572	745	8%

As education administrators of the baby-boomer generation begin to retire, while their positions become less and less attractive, districts will find it increasingly difficult to fill vacancies. In 2000, Education Week warned of the “shrinking applicant pool” (Glass). In a study concerning the supply of principals, Whitaker (2001) reported that 90% of the district superintendents surveyed indicated a “moderate to extreme shortage of principal candidates, with the problem more severe at the high school level.”

Relative to the supply of superintendents, Rohn (2002) asserts that “the pool of candidates for vacant superintendent positions is rapidly becoming very shallow.” Education administration has become increasingly unattractive for many reasons including the following: responsibilities of the position keep growing; too much stress; long hours of work; and salaries not commensurate with the heavy responsibilities (Olson, 2000; Rohn, 2002). This may explain why many teachers, who are credentialed to be administrators, continue to teach. They are content with using their graduate credits to advance on the salary schedule rather than go up the proverbial career ladder.

Retirement Projections

Age and years of experience were used to project the number of educators who will be eligible to retire through 2006. Data from the last three years indicate that attrition rates are less than 5% until around 31 years of experience, at which point they increase dramatically due to retirement.

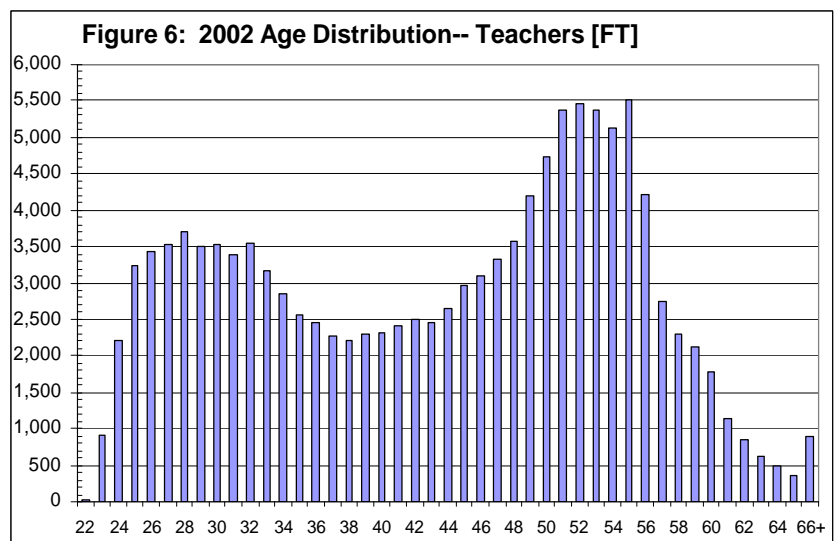
Age Distributions of Teachers and Administrators

Teachers

The age distribution of full-time teachers has not changed significantly since last year. The average age of all teachers is still 43.4 and the median age is still 45 (see **Figure 6**).

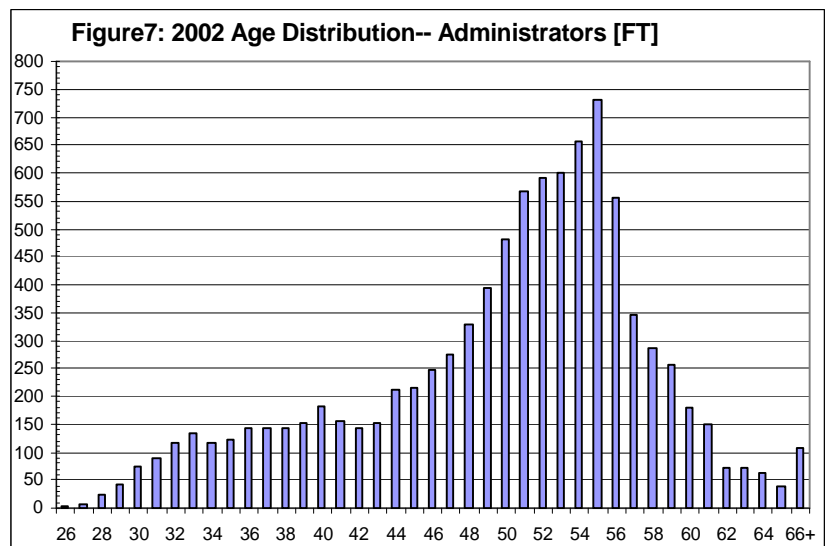
However, there are now over 49,000 teachers aged 50 or older and they represent nearly 39% of the total teaching force. This is an increase of 1,100 teachers over last year (2001=47,960; 38%) and an increase of over 6,200 since 1999 when teachers over 50 comprised only 35% of the total teaching force.

On the positive side, there has also been significant growth at the lower end of the age distribution. In 1998-99, there were 33,484 teachers aged 35 or less and they represented 26% of the teaching force. This year, that number has increased by over 6,100 (i.e., 39,594) and the group now accounts for over 31% of the teaching force.



Administrators

Like that of teachers, the age distribution of administrators also peaks at age 55 (see **Figure 7**). However, there is not a secondary peak at the lower end of the administrator age distribution like there is in the teacher distribution. Only 16% of the 2002 administrator workforce is under 40 years old while over 60% of them (5,752) are age 50 or older. As a result, age will have a much greater impact on administrator demand than it will for teachers.

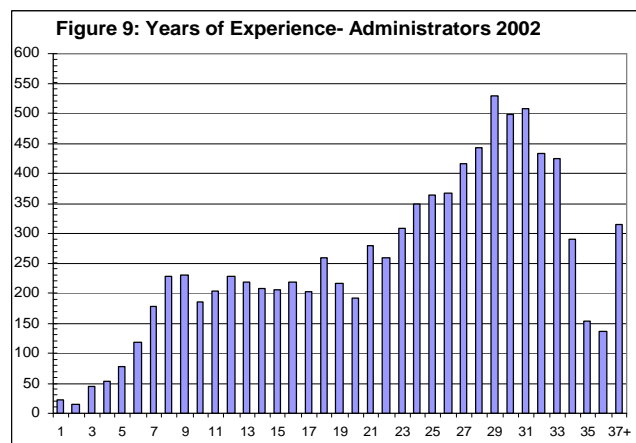
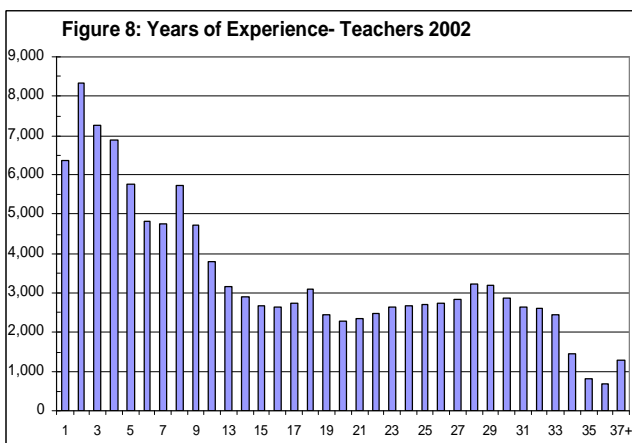


Experience Distributions of Teachers and Administrators

As shown in **Figures 8 and 9**, the experience distributions for full-time teachers and administrators are nearly mirror images. Most teachers have less than 20 years of experience while most administrators have over 20 years experience. More specifically, 67% of administrators have 20 or more years of experience compared to 33% of the teaching force. The difference is even greater for those nearing retirement. Over 2,200 administrators, or 24%, have 31 or more years of experience. In contrast, only 9% of the teaching force has 31 or more years experience.

As **Figure 9** shows, there are nearly 1,900 administrators in the 27-30 years experience range which is nearly as many as there are in the 31+ group (2,259). Over the next four years, this group will become the group most likely to retire. Thus, the pool of administrators that are likely to retire will remain relatively large for the next four years, and their eventual retirement will greatly increase administrator demand.

On the positive side, a small number of educators are still employed even though they have reached the maximum retirement annuity-rate (i.e., 75%). In 2002, nearly 10% of administrators (894) and over 3% of teachers (4,231) had over 34 years of experience, including 16 teachers and 8 administrators with over 50 years of experience!



Eligible to Retire

For the purposes of this study, **Eligible to Retire** was defined as an educator 55 years or older with 20 or more years of experience.

As **Table 13** shows, nearly 17,000 teachers were eligible to retire in 2002. Even though the teacher workforce is expected to continue growing, the proportion eligible to retire is expected to increase from 13% in 2002, to 18% by 2005. In contrast, 28% of the administrator workforce was already eligible to retire in 2002, and the eligible pool is expected to grow and comprise 38% of the administrator workforce by 2005.

In sum, teacher and administrator attrition due to retirement will increase, however, it will have a much greater impact on the administrator workforce due to its advanced age and experience levels (the teaching force is also aging but does not have the requisite years of experience).

	2001 Eligible	2002 Eligible	Projections		
	55+/20+	55+/20+	2003	2004	2005
Teachers	15,607	16,815	18,020	21,318	24,527
% of Workforce	12%	13%	14%	16%	18%
Workforce	127,323	127,408	129,574	131,777	134,017
Administrators	2,123	2,606	2,892	3,261	3,646
% of Workforce	25%	28%	31%	34%	38%
Workforce	8,551	9,376	9,470	9,564	9,660

Note: Projections assume an annual workforce growth of 1.7% for teachers and 1% for administrators.

Attrition Rates

The rate at which educators leave the profession is directly related to demand. To calculate attrition rates, the 2001 Teacher Service Record (TSR) file was compared to the 2002 file. Full-time educators who were in the 2001 file, but not in the 2002 file, were deemed to have “left education.” Since the TSR only tracks educators employed in Illinois public schools, some of these educators may be employed in private schools or in education in another state; therefore, these rates represent the upper limit of attrition (i.e., they are a liberal estimate).

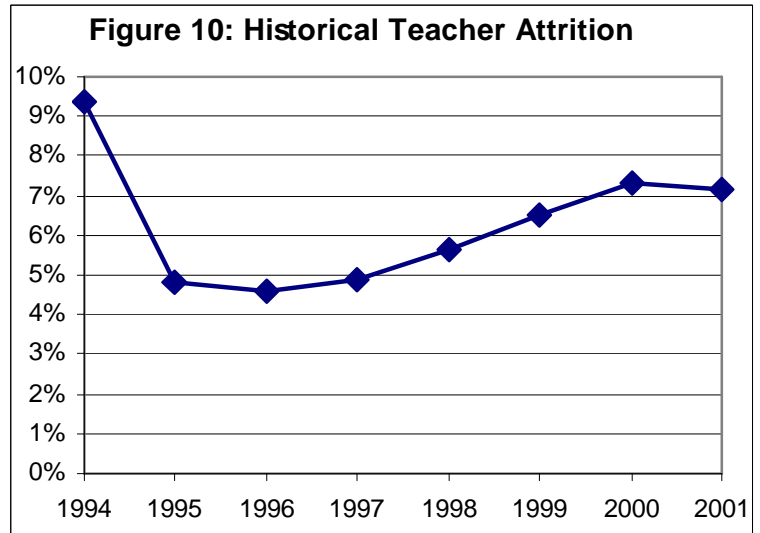
Teachers

After increasing nearly 60% since 1996, teacher attrition rates leveled out between 2001 and 2002. Just over 7% (or 9,139) of the 2001 full-time teaching force left education by 2002, which is virtually the same as last year (7.3%, or 9,100).

In 1994, attrition rates were abnormally high (9.4%) because of the early retirement incentive. Since that anomaly, attrition rates have ranged from a low of 4.6% in 1996 to a high of 7.3% in 2000. The trend since 1996 represents nearly a 60% increase in the attrition rate. See **Figure 10**.

In addition to the 9,139 teachers that left the Illinois public school system, there were over 1,800 teachers that switched to non-teaching positions in 2002. Together, the total loss of teachers was nearly 9% of the 2001 teaching force.

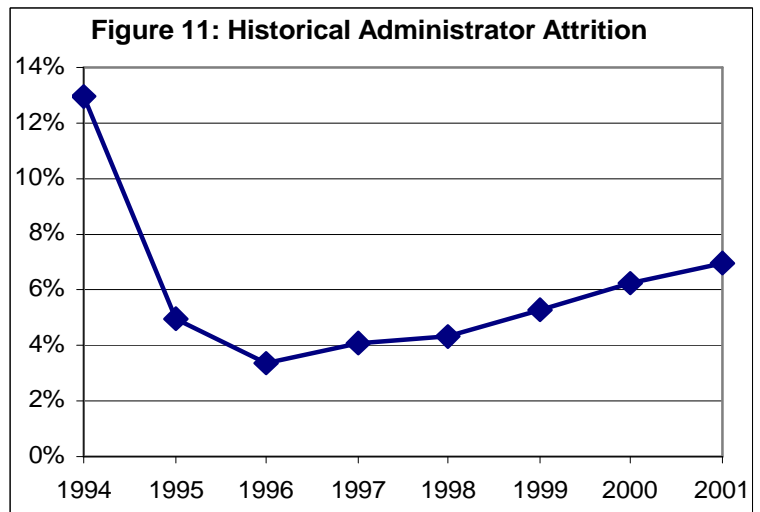
The areas of Alternative (11%) and Bilingual (10%) had relatively high attrition rates while Health and At-Risk had the lowest (5%). For a complete list of attrition rates by main assignment, see **Appendix B**.



Administrators

While teacher attrition rates leveled off this year, the rate at which full-time administrators left education continued to rise. More than 7% (or 595) of the full-time administrators left education between 2001 and 2002 (see **Figure 11**).

Administrator attrition rates were also abnormally high in 1994 due to the early retirement incentive, albeit at a much higher rate than teachers-- 13%. Since then, the rates have ranged from a low of 3.4% in school year 1996 to a current high of 7% in school year 2001. Since 1996, administrator attrition rates have more than doubled which is significantly higher than the rate of change for teachers. If this trend continues, attrition will be nearly 8% in school year 2002 and 9% the following year.



Historically, retirement has been a relatively small contributor to attrition. However, based on the projections in the previous section, it is possible for the administrator attrition rates to increase by 2-3% a year due solely to retirements. The positions that will have the biggest losses are: District Superintendents, Elementary Principals, and High School Principals.

IV. 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 new data gathered in 2001-02, on the supply of applicants at the district level.

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 Counselors credentials issued each year, many districts still find it difficult to fill those vacancies (because people are looking to go up the pay-scale rather than enter these positions).

Table 14 compares the number of individuals receiving their first certificate in fiscal year 2002 (Column A) with the number of first-time educators hired in 2002 (Column B). As can be seen in the last column, all positions and subject areas produced more newly-certified individuals than were hired in 2002. When looked at as a ratio of number certified over the number hired (i.e., A/B), the areas with the greatest **over-production** were: Social Science, Guidance Counselor, English Language Arts, and Health. 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. Using the ratio of 2:1 as the criterion, areas of likely **under-production** include: Nurse, Music, Physical Education, and Special Education.

Table 14: Over/Under Production of Educators			
	A	B	Over/Under Production [A -B]
	# First Certs Issued FY02	# First-Timers Hired 2002*	
Administrative	1,628	594	1,034
Instructional			
Art	368	111	257
Bilingual	701	182	519
Elementary	7,318	1,980	5,338
English Lang. Arts	3,094	608	2,486
Foreign Lang-Other	148	35	113
Foreign Lang-Spanish	416	138	278
Health	146	30	116
Math	808	374	434
Music	302	209	93
Physical Education	481	308	173
Science	988	352	636
Social Science	3,269	332	2,937
Special Education	1,835	1,071	764
School Serv. Personnel			
Guidance Counselor	296	32	264
Nurse	56	40	16
Psychologist	136	61	75
Social Worker	371	199	172

*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.

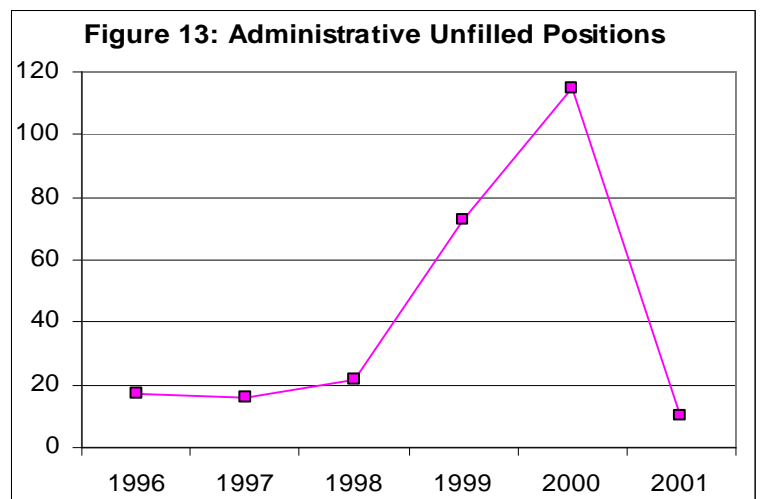
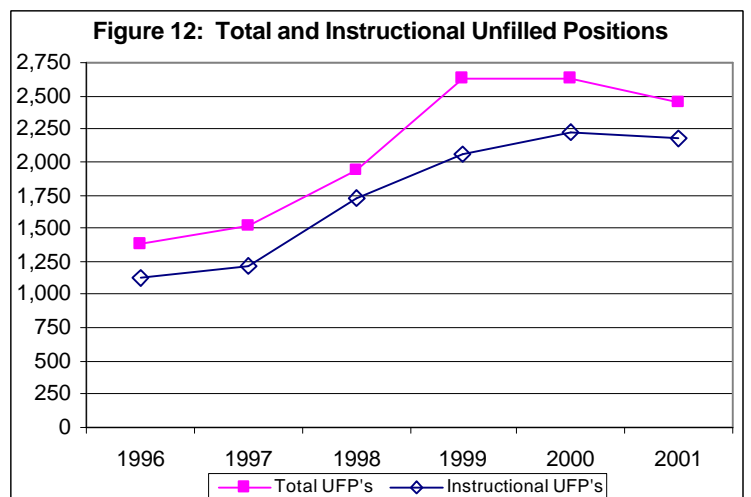
The last such survey of unfilled positions was completed as of October 1, 2001, where Illinois public schools reported a total of 2,458 unfilled positions, or 179 fewer than reported in 2000. The areas with the greatest number of unfilled positions in 2001 were: Cross Categorical (517), Self-Contained Elementary (383), Bilingual (160), Speech and Language (143), Music (121), and Behavior Disordered (110). For the complete list see **Appendix C**.

Because they show where supply has not met demand, unfilled positions are perhaps the best indicator of regional shortages. In terms of regional distribution, half (1,215 or 50%) of the unfilled positions were in the City of Chicago School District #299. There were 798 unfilled positions, or 32% of the total, in the suburban districts (Cook and the collar counties) and 445 (18%) unfilled positions in the rest of the state.

The big concern over the last four years has been the rate at which the number of unfilled positions was growing. In that time, the total number of unfilled positions increased 90%, from a low of 1,387 in 1996 to a high of 2,637 in September 2000 (see **Figure 12**). This year, however, there was a slight decrease. As the number of positions is dependent on a district's budget, the slight decrease in the total number of unfilled positions may be a temporary phenomenon caused by the economic downturn over the last two years.

As **Figure 12** shows, the number of unfilled teaching positions doubled between 1996 and 2000. Five years ago, there were only 1,120 unfilled teacher positions. By September 2000, the number had risen to 2,225. This year, however, there were only 2,179 unfilled teaching positions, a decrease of 2% or 46 positions.

Up until this year, the trend for administrators was even more alarming (see **Figure 13**). The number of unfilled administrator positions increased over 500% between 1996 and 2000, from a paltry 17 to 115. In 2001, however, there were only ten administrative unfilled positions reported.



District Ratings of Over/Under Supply

On the 2001-02 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 could not 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 40,000 ratings, the vast majority were in the not applicable category (57%). Twenty-six percent of the ratings indicated shortages while only 3% indicated overages. Fifteen percent of the responses indicated an adequate supply. Survey response rates within the regions were mostly in the 80-100% range and were only significantly lower in three regions: Macon/Piatt (57%), Knox (57%), and Alexander/Johnson/et. al. (62%).

Subject Areas: The data were analyzed in two ways to determine the positions with the greatest shortage of qualified applicants. The first shortage indicator calculated was the number of districts rating the position as either severe (-2) or under-supply (-1). The second indicator was the “Severity Index” which was derived by summing the ratings. Since under-supply ratings were negative, the lower the total, the greater the shortage. In the end, it does not matter which method is used because the same positions end up in the top twelve—their order just changes slightly. The twelve positions with the most severe shortages and the greatest number of districts experiencing shortages were:

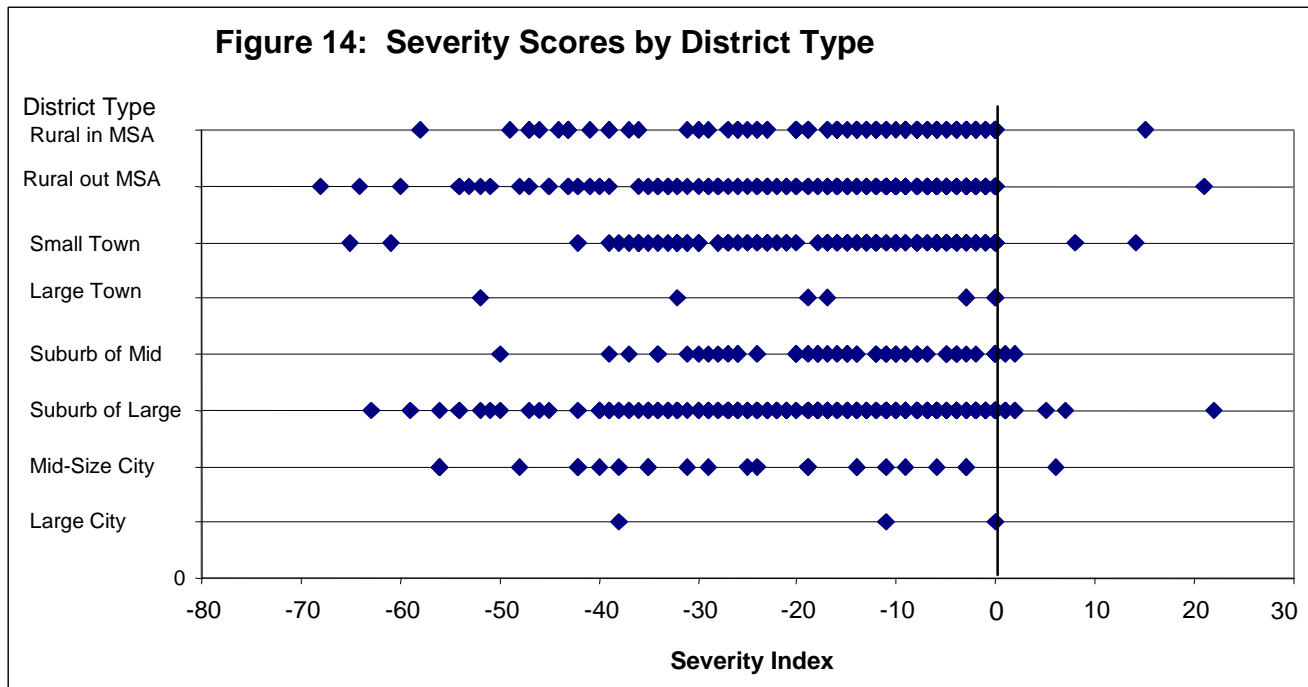
Position	#-Distrs with Shortage	Severity Index	
		Sum	Rank
Special Ed - Behavior Disordered	469	-725	1
Special Ed - Learning Disabled	454	-625	4
Special Ed - Cross Categorical	445	-654	3
Special Ed - Speech & Lang.	440	-722	2
Special Ed - EMH	365	-525	6
Psychologist	341	-527	5
Foreign Language - Spanish	324	-473	7
Math	315	-424	12
Guidance Counselor	313	-448	11
Librarian/Media Specialist	312	-461	8
Science - Chemistry	300	-451	10
Science - Physics	295	-460	9

There were only three positions where more overages were reported than shortages. They were: Self-contained elementary, social science, and physical education. English Language Arts was close with 113 districts reporting shortages and 106 reporting over-supplies. For a complete list of the positions and ratings see **Appendix D**.

Geographic Analysis: In order to determine whether there were regional differences in the supply of applicants, a Regional index was derived by adding the district scores within that region. To make the scores comparable, the index was then divided by the number of districts that responded within the region to obtain a regional average. All regional averages were negative, indicating that every region had more areas of under-supply than over-supply. Using this regional average as the metric, the regions with the greatest shortage of educators were: Chicago (-38), Fulton/Schuyler (-35), DeKalb (-30), Kane (-28), Calhoun/Greene/et. al. (-28), and Adams (-25). The regions with a relatively low level of under-supply were: Franklin/Williamson (-7), Hamilton/Jefferson (-8), and Grundy/Kendall(-8). See **Appendix E** for the complete list.

Under-Supply by Community Type: The National Center for Education Statistics (NCES) locale codes were used to classify districts into eight rural/urban categories (Sonnenberg, 2002). Like in the subject area analysis in the previous section, a “Severity Index” was calculated by summing all ratings from a district. Again, the higher the negative number, the greater the severity of under-supply within the district.

Figure 14 shows the distribution of severity scores by community type. Based on preliminary analyses, no clear pattern was discernible in the distribution of districts by community type. All district types, from rural to suburban to the large urban districts had negative scores indicating they had more areas of under-supply than over-supply. Each community type also reported a handful of positive scores ranging from zero to +22. Finally, there was no difference found in average severity ratings among the eight community types.



Number of Districts by Community Type	
Community Type	No. of Districts
Rural inside a MSA	105
Rural outside a MSA	216
Small Town	131
Large Town	8
Suburb of Mid-Size City	49
Suburb of Large City	276
Mid-Sized City	24
Large City	3

V. Projections of Likely High Demand

This section presents data on the future need for educators in Illinois elementary and secondary schools. Data from the Teacher Service Record (TSR) were used to project educator demand over the next four years (2003-2006). Since the TSR files include a very large number of educator categories, some assignments were collapsed into a single category (e.g., algebra, geometry, etc., were collapsed into mathematics) to facilitate analysis and presentation. The projected demand indicates the total number of new educators to be hired for the next four years. Historically, about 40% of the newly hired teachers are “re-entries” or individuals who have had previous experience. Thus, not all of the projected demand will need to be filled by first-time teachers.

Two variables were used to project the future need for educators—(1) the workforce, or the number of educators employed between 1993 and 2002, and (2) the attrition rate since 1996 (the rate at which educators left the education system). Attrition rates for years prior to 1996 were not considered because of the effects of the Early Retirement Incentive program which caused abnormally high rates in 1993 and 1994. The Illinois Department of Employment Security performed the initial attrition and workforce trend projections by position and assignment. ISBE staff synthesized the results and used other factors, such as K-12 enrollments and state laws governing the public school system, to modify the projections where appropriate.

The findings are presented in terms of: (1) the greatest number of educators needed by educator category, and (2) the relative need for each category defined as the total number needed over the four years divided by the number employed in 2002 (i.e., percent of the 2002 Workforce). **Appendix G** shows the projected number needed and the relative need for the various categories of educators.

Greatest number needed: Through 2006, it is estimated that Illinois will need over 6,500 administrators and non-instructional personnel and about 44,000 teachers. Certain educator categories have inherently large numbers. A good example is “self-contained elementary” teachers – there were 41,693 self-contained elementary teachers comprising 33% the 2002 teacher workforce. Naturally, these categories will rank high in the list below. The categories with the greatest number of educators needed through 2006 are:

Rank	Administrative and Non-Instructional Staff	Number Needed
1	Library/Media Specialist	857
2	Guidance Counselor	851
3	Social Worker	814
4	Elementary Principal	537
5	Coordinator	500

Rank	Instructional Staff/Teachers	Number Needed
1	Self-Contained Elementary	11,930
2	Special Education	7,783
3	English/Language Arts	4,881
4	Mathematics	2,497
5	Science	2,482
6	Social Science	2,429
7	Physical Education	2,155
8	Music - Instrumental/Vocal	1,483
9	Foreign Language	1,315
10	Art	1,004

Greatest relative need : As mentioned earlier, relative need speaks to capacity, or how much of the current workforce is going to be added in the next four years. Thus, these categories have either large growth rates, large attrition rates, or both. The categories with the greatest relative need through 2006 are:

Rank	Administrative and Non-Instructional Staff	% of 2002 Workforce
1	Library /Media Specialist	45%
2	Nurse	39%
3	Coordinator	38%
4	Asst. Jr. High Principal	35%
5	High School Principal	33%

Rank	Instructional Staff/Teachers	% of 2002 Workforce
1	English as a Second Language	63%
2	Special Education – Other	59%
3	Voc/Tech - Agriculture	58%
4	Foreign Language – Spanish	52%
5	English/Language Arts - Reading/Remedial	48%
6	English/Language Arts - Language Arts	47%
7	Bilingual	46%
8	Learning Resource Center/Library	45%
9	Science - Physics	44%
10	Science - General Science	44%

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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: Change in the Number of Positions: Chicago vs. Downstate

POSITION	Chicago			Downstate			STATE		
	2001	2002	Change	2001	2002	Change	2001	2002	Change
Regional				45	45		45	45	
Asst. Regional				47	45		47	45	
District	1	1	0	851	818	(33)	852	819	(33)
Admin. Asst.	5	258	253	144	130	(14)	149	388	239
Asst. District	13	25	12	325	316	(9)	338	341	3
Business Manager	2	63	61	163	151	(12)	165	214	49
Elem. Princ.	485	511	26	1,799	1,819	20	2,284	2,330	46
Elem. Asst. Princ.	145	592	447	284	326	42	429	918	489
Jr. Princ.		2	2	586	586	0	586	588	2
Jr. Asst. Princ.				431	441		431	441	
HS Princ.	108	87	(21)	625	627	2	733	714	(19)
HS Asst. Princ.	155	121	(34)	555	551	(4)	710	672	(38)
Jr. Dean				140	152		140	152	
Sr. Dean				471	476		471	476	
Director	130	77	(53)	884	901	17	1,014	978	(36)
Dept. Supt.	1	5	4	11	11	0	12	16	4
Other Supt.	7	0	(7)		0	0	7	0	(7)
Assoc. Supt.		3	3	50	44	(6)	50	47	(3)
Asst. Director	7	97	90	81	95	14	88	192	104
	1,059	1,842	783	7,492	7,534	42	8,551	9,376	825
Spec. Ed. (all levels)	4,206	3,695	(511)	17,296	17,898	602	21,502	21,593	91
Elementary Teacher	14,985	13,998	(987)	42,151	42,704	553	57,136	56,702	(434)
Jr./Middle Teacher		6	6	17,846	18,291	445	17,846	18,297	451
High School Teacher	4,885	4,519	(366)	25,954	26,297	343	30,839	30,816	(23)
	24,076	22,218	(1,858)	103,247	105,190	1,943	127,323	127,408	85
Supervisor	12		(12)	508	515	7	520	515	(5)
Consultant	491	5	(486)	253	241	(12)	744	246	(498)
Coordinator	594	3	(591)	1,293	1,306	13	1,887	1,309	(578)
Librarian/Media	481	449	(32)	1,479	1,442	(37)	1,960	1,891	(69)
Instructional TV				5	1		5	1	
Adult Ed.	3	1	(2)	78	90	12	81	91	10
Attendance Officer		33	33	45	39	(6)	45	72	27
Occupational Therapist	52		(52)	8	9	1	60	9	(51)
Physical Therapist	21	286	265	2	1	(1)	23	287	264
Audiologist				4	5		4	5	
Diagnostician		15	15	48	64	16	48	79	31
	1,654	792	(862)	3,723	3,713	(10)	5,377	4,505	(872)
Guidance Counselor	822	796	(26)	2,078	2,103	25	2,900	2,899	(1)
Psychologist	245	235	(10)	1,181	1,223	42	1,426	1,458	32
Social Worker	384	369	(15)	2,095	2,253	158	2,479	2,622	143
Nurse	223	212	(11)	698	710	12	921	922	1
Intern Psychologist	14	1	(13)	1	3	2	15	4	(11)
Intern Social Worker				2	5		2	5	
	3,415	2,706	(709)	9,840	10,089	249	13,255	12,795	(460)
Total	28,477	26,465	(2,012)	120,518	122,734	2,216	148,994	149,199	205
Change			-7.1%			1.8%			0.1%

Appendix B: Teacher Workforce Growth, Attrition, and Total Demand

Main Assignment	Total FT 2001	Total FT 2002	Workforce Growth [01--02]		Left Education		Changed Position (not teaching)		Total Attrition [Left Ed + Not Teaching]		Unfil Positi 200
Alternative Education	195	244	49	25%	21	11%	6	3%	27	14%	
Art	2,636	2,680	44	2%	171	6%	8	0%	179	7%	3
At-Risk / Pre-K	1,315	1,282	(33)	-3%	71	5%	5	0%	76	6%	
Bilingual Education	2,233	1,609	(624)	-28%	232	10%	18	1%	250	11%	16
Computer Tech/Programming	1,150	1,137	(13)	-1%	78	7%	31	3%	109	9%	3
Consumer Education	137	146	9	7%	11	8%	1	1%	12	9%	
Driver Education	595	586	(9)	-2%	43	7%	5	1%	48	8%	
Elementary- Self Contained	42,158	41,693	(465)	-1%	3,026	7%	626	1%	3,652	9%	38
English as a Second Language	618	709	91	15%	43	7%	4	1%	47	8%	1
English Language Arts	10,810	11,261	451	4%	852	8%	101	1%	953	9%	4
Foreign Lang.-- Other	818	836	18	2%	69	8%	6	1%	75	9%	
Foreign Lang.-- Spanish	1,903	1,955	52	3%	166	9%	10	1%	176	9%	3
Gifted Education	660	733	73	11%	38	6%	13	2%	51	8%	
Health Education	583	596	13	2%	27	5%	5	1%	32	5%	
Learning Resource Center/Library	387	444	57	15%	28	7%	17	4%	45	12%	
Mathematics	6,882	6,984	102	1%	498	7%	76	1%	574	8%	7
Music	3,878	3,971	93	2%	275	7%	11	0%	286	7%	12
Other Subject or Program	1,982	3,006	1,024	52%	169	9%	75	4%	244	12%	1
Physical Education	6,789	6,805	16	0%	405	6%	62	1%	467	7%	7
Science	6,377	6,423	46	1%	504	8%	48	1%	552	9%	6
Social Science	5,733	5,783	50	1%	426	7%	85	1%	511	9%	2
Special Education	21,481	21,706	225	1%	1,374	6%	520	2%	1,894	9%	1,01
Title 1 Reading/Math	3,229	2,038	(1,191)	-37%	212	7%	42	1%	254	8%	2
Vocational Technical											
Agriculture	319	330	11	3%	27	8%	2	1%	29	9%	
Business/Mkt./Mgt.	1,358	1,327	(31)	-2%	125	9%	17	1%	142	10%	1
Family & Consumer	1,180	1,180	0	0%	89	8%	4	0%	93	8%	
Health	72	73	1	1%	6	8%	0	0%	6	8%	
Industrial	1,533	1,523	(10)	-1%	129	8%	9	1%	138	9%	1
Voc-Tech Misc.	312	348	36	12%	24	8%	6	2%	30	10%	
Total	127,323	127,408	85	0.1%	9,139	7.2%	1,813	1.4%	10,952	8.6%	2,17

Appendix C: Number of Unfilled Positions in 2001-02

Position	Downstate	Chicago	State Total
Administrative			
Business Manager	1.0		1.0
Dean - High School	1.0		1.0
Principal - Assistant High School	2.0		2.0
Principal - Elementary	1.0		1.0
Principal - High School	2.0		2.0
Superintendent - Assistant District	1.0		1.0
z-Other Administrator (not listed)	2.0		2.0
Total Administrative	10.0	0.0	10.0
Instructional			
Alternative Education	7.0		7.0
Art	9.4	26.0	35.4
At-Risk (Pre-K)	2.0		2.0
Bilingual Education	130.0	30.0	160.0
Computer Literacy/Technology	8.0	22.0	30.0
Computer Programming	1.0		1.0
Driver Education	0.5		0.5
Elementary- Standard Instructor	28.5	354.0	382.5
English - English	2.2	23.0	25.2
English - Language Arts	1.0		1.0
English - Reading	18.5		18.5
English as a Second Language	13.5		13.5
Foreign Language - Other	4.5	2.0	6.5
Foreign Language - Spanish	20.5	11.0	31.5
Gifted Education	2.0		2.0
Health Education	2.0		2.0
Learning/Resource Center	2.0		2.0
Math - Algebra	11.4		11.4
Math - Basic/General	7.0	41.0	48.0
Math - Geometry	7.5		7.5
Math - Other	6.0		6.0
Music (K-12)	27.0	94.0	121.0
Physical Education (K-12)	71.7		71.7
Science - Biology	11.1	15.0	26.1
Science - Chemistry	9.7	2.0	11.7
Science - General	9.5	13.0	22.5
Science - Other	1.0		1.0
Science - Physics	5.8	1.0	6.8
Social Science	2.2	27.0	29.2
Title I - Remedial Math	2.0		2.0
Title I - Remedial Reading	18.0		18.0
Voc Tech - Agriculture	0.5		0.5
Voc Tech - Business, Mkt, Mgt.	8.8	10.0	18.8
Voc Tech - FACS	8.9		8.9
Voc Tech - Industrial Occupations	15.1		15.1
Voc Tech - Misc.	2.0		2.0
z-Other Subject/Program Area	18.7		18.7

Position cont.	Downstate	Chicago	State Total
Special Education			
Behavior Disordered	110.3		110.3
Bilingual	22.0		22.0
Blind/Visually Impaired	15.5		15.5
Cross Categorical	117.1	400.0	517.1
Deaf/Hard of Hearing	9.5		9.5
Early Childhood	22.9		22.9
EMH	14.0		14.0
Learning Disabled	79.0		79.0
Multiply Handicapped	7.0		7.0
Other/General	20.0		20.0
Physically Handicapped	7.0		7.0
Severe/Profound Mentally Handicapped	24.0		24.0
Speech & Lang. Impaired	143.7		143.7
TMH	19.0		19.0
Total Instructional	1,107.5	1,071.0	2,178.5
Other Certified Staff			
Attendance Officer	1.0		1.0
Consultant	1.0		1.0
Coordinator	5.0		5.0
Diagnostician	3.0		3.0
Librarian/Media Specialist	17.8	63.0	80.8
Occupational Therapist	8.0		8.0
Physical Therapist	6.5		6.5
Supervisor	1.0		1.0
z- Other Certified Staff (not listed)	11.0		11.0
Total Other Certified	54.3	63.0	117.3
School Service Personnel			
Guidance Counselor	15.5	21.0	36.5
Nurse	13.1		13.1
Psychologist	64.6		64.6
Social Worker	23.5		23.5
z- Other Professional Staff (not listed)	14.0		14.0
Total Professional	67.7	84.0	151.7
Total	1,242.5	1,215.0	2,457.5

Appendix D: Positions with the Most Districts Reporting Shortages

Position	#-Distrs with Shortage	Severity Index		District Counts					
		Sum	Rank	-2	-1	0	1	2	NA
Special Ed - Behavior Disordered	469	-725	1	262	207	64	6	0	273
Special Ed - Learning Disabled	454	-625	4	183	271	130	6	3	219
Special Ed - Cross Categorical	445	-654	3	217	228	94	6	1	266
Special Ed - Speech & Lang.	440	-722	2	285	155	70	1	1	300
Special Ed - EMH	365	-525	6	165	200	75	5	0	367
Psychologist	341	-527	5	192	149	80	6	0	385
Foreign Language - Spanish	324	-473	7	157	167	84	6	1	397
Math	315	-424	12	120	195	130	9	1	239
Guidance Counselor	313	-448	11	149	164	81	10	2	406
Librarian/Media Specialist	312	-461	8	153	159	93	4	0	403
Science - Chemistry	300	-451	10	153	147	54	2	0	456
Science - Physics	295	-460	9	167	128	48	2	0	467
Computer Literacy/ Technology	286	-369	14	97	189	120	10	2	394
Social Worker	280	-352	16	102	178	152	20	5	355
Science - General	262	-323	20	67	195	172	6	0	372
Science - Biology	260	-327	19	81	179	111	12	1	428
Music	259	-313	22	70	189	157	12	2	264
Foreign Language - Other	240	-340	17	105	135	78	3	1	490
Special Ed - Bilingual	232	-391	13	161	71	24	2	0	554
Voc Tech - Industrial Occupations	231	-369	15	141	90	38	3	0	540
Nurse	229	-300	25	90	139	135	9	5	434
Special Ed - Other/General	218	-310	23	96	122	76	4	0	514
Bilingual Education	213	-337	18	125	88	50	1	0	548
Special Ed - Deaf/Hard of Hearing	207	-322	21	116	91	45	1	0	559
Superintendent - District	201	-264	26	68	133	168	3	1	439
Special Ed - Blind/Visually Impaired	196	-303	24	109	87	35	2	0	579
Gifted Education	185	-212	27	37	148	183	8	1	435
Art	183	-195	31	30	153	182	14	2	431
Principal - Jr. High	175	-201	29	38	137	151	10	1	475
Principal - Elementary	174	-180	33	26	148	217	16	2	403
Voc Tech - Family & Consumer Sciences	164	-207	28	48	116	79	3	1	565
English - Reading	163	-125	36	26	137	265	46	9	329
Principal - High School	161	-200	30	47	114	131	6	1	513
Voc Tech - Agriculture	141	-194	32	55	86	47	2	0	622
Voc Tech - Business, Marketing, Mgt.	133	-162	34	39	94	96	8	1	574
English - Language Arts	113	-5	45	13	100	309	91	15	284
Business Manager	104	-133	35	31	73	83	2	0	623
Science - Other	98	-122	37	27	71	97	3	0	614
Health Education	96	-69	39	16	80	223	37	3	453
Voc Tech - Health Occupations	93	-116	38	26	67	77	3	0	639
Physical Education	81	68	46	18	63	223	75	46	269
Director	58	-66	40	13	45	110	3	1	640
Superintendent - Other	51	-62	42	13	38	43	2	0	716
Voc Tech - Misc.	46	-63	41	18	28	41	1	0	724
Social Science	44	103	47	1	43	236	78	35	303
Coordinator	30	-32	43	6	24	86	4	0	692
Elementary- Self Contained	26	312	48	1	25	264	173	83	266
Consultant	15	-10	44	5	10	72	6	2	717

Severity Index= summed ratings for a district/subject

Appendix E: Regional Ratings of Over/Under Supply

Region	Avg Distr Score	Under-Supply			Over-Supply			Region Index	#-Distr Resp'g	Region Response Rate
		-2	-1	0	1	2	N/A			
Adams/Pike	-25.4	95	129	49	8	3	292	-305	12	100%
Alexander/Johnson/Massac/ Pulaski/Union	-9.8	37	73	67	6	7	434	-127	13	62%
Bond/Effingham/Fayette	-11.2	36	71	59	7	1	394	-134	12	100%
Boone/Winnebago	-20.2	89	93	141	4	2	295	-263	13	87%
Carroll/Jo Daviess/Stephenson	-18.2	116	100	102	14	4	480	-310	17	89%
Champaign/Ford	-21.8	110	168	84	29	5	366	-349	16	89%
Christian/Montgomery	-10.1	23	54	83	15	2	207	-81	8	80%
Clark/Coles/Cumberland/Douglas/ Edgar/Moultrie/Shelby	-13.8	120	146	136	18	4	824	-360	26	90%
Clay/Crawford/Jasper/ Lawrence/Richland	-20.6	98	102	113	7	1	347	-289	14	100%
Clinton/Marion/Washington	-10.4	103	123	192	11	3	1004	-312	30	88%
Cook--Suburban	-15.2	527	853	1112	140	32	2616	-1703	112	72%
Chicago	-38.0	12	16	13	2	0	5	-38	1	100%
DeKalb	-30.0	95	88	37	6	1	201	-270	9	82%
DeWitt/Livingston/McLean	-19.5	191	167	103	15	13	739	-508	26	90%
DuPage	-13.6	168	281	326	36	18	1043	-545	40	82%
Edwards/Gallatin/Hardin/Pope/ Saline/Wabash/Wayne/White	-13.1	73	150	115	30	9	531	-248	19	83%
Franklin/Williamson	-6.6	39	91	77	39	19	399	-92	14	82%
Fulton/Schuyler	-34.5	59	102	36	9	2	80	-207	6	75%
Grundy/Kendall	-8.1	33	78	102	3	6	538	-129	16	76%
Hamilton/Jefferson	-8.0	26	79	100	7	2	506	-120	15	75%
Hancock/McDonough	-10.2	37	54	69	6	0	402	-122	12	92%
Henderson/Mercer/Warren	-17.1	46	39	29	5	3	210	-120	7	78%
Bureau/Henry/Stark	-19.8	161	135	97	17	2	632	-436	22	81%
Jackson/Perry	-8.8	24	72	100	13	1	362	-105	12	86%
Kane	-28.3	89	97	99	14	3	126	-255	9	82%
Iroquois/Kankakee	-21.8	168	159	94	10	3	606	-479	22	85%
Knox	-14.5	22	21	29	3	2	115	-58	4	57%
Lake	-18.9	198	380	349	37	11	821	-717	38	79%
LaSalle	-17.2	173	166	154	18	6	819	-482	28	90%
Logan/Mason/Menard	-21.6	78	92	43	6	2	295	-238	11	73%
Macon/Piatt	-18.8	27	100	83	4	0	166	-150	8	57%
Calhoun/Greene/Jersey/Macoupin	-27.9	97	106	66	17	2	188	-279	10	67%
Madison	-10.3	54	119	148	34	14	391	-165	16	80%
Marshall/Putnam/Woodford	-14.5	63	78	62	7	4	402	-189	13	93%
McHenry	-21.2	102	152	110	15	1	368	-339	16	84%
Monroe/Randolph	-13.0	30	65	31	4	2	288	-117	9	75%
Brown/Cass/Morgan/Scott	-16.8	64	48	41	8	0	319	-168	10	83%
Lee/Ogle	-20.8	95	116	44	13	1	387	-291	14	78%
Peoria	-10.2	64	73	102	16	6	551	-173	17	85%
Rock Island	-16.9	64	81	59	11	6	299	-186	11	92%
St. Clair	-8.6	56	164	223	39	11	683	-215	25	86%
Sangamon	-20.9	78	128	65	8	2	339	-272	13	93%
Tazewell	-11.9	65	68	88	8	0	511	-190	16	80%
Vermilion	-15.8	66	81	104	2	3	368	-205	13	93%
Whiteside	-11.0	28	45	41	2	0	312	-99	9	75%
Will	-20.0	164	251	201	19	10	635	-540	27	82%
Position Total		4,163	5,854	5,578	742	229	21,896		811	

Appendix F: NCES Locale Codes

- 1 = Large City** - A central city of Consolidated Metropolitan Statistical Area (CMSA), with the city having a population greater than or equal to 250,000.
- 2 = Mid-size City** - A central city of a CMSA or Metropolitan Statistical Area (MSA), with the city having a population less than 250,000.
- 3 = Urban Fringe of Large City** - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4 = Urban Fringe of Mid-size City** - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 = Large Town** - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- 6 = Small Town** - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.
- 7 = Rural, outside MSA** - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.
- 8 = Rural, inside MSA** - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large or Mid-size City and defined as rural by the Census Bureau.

Appendix G: Projected Need for Educators [2003-2006]

Position	Projected Need Through 2006				4 Year Total	% of FT02
	2003	2004	2005	2006		
Administrative						
District Supt.	51	53	54	56	214	26%
Asst. District Supt.	17	18	18	19	72	21%
Elem. Principal	129	133	136	140	537	23%
Asst. Elem. Principal	57	59	61	63	240	26%
Jr. High Principal	38	39	41	42	160	27%
Asst. Jr. High Principal	36	38	39	41	154	35%
High School Principal	56	58	60	62	235	33%
Asst. H. S. Principal	47	49	51	53	200	30%
Other Admin.	138	144	150	155	587	23%
Other Certified Staff						
Library/Media Specialist	185	203	224	246	857	45%
Coordinator	108	119	130	143	500	38%
Supervisor	28	29	30	30	117	23%
Other Certified Staff	46	49	52	54	202	26%
School Service Personnel						
Guidance Counselor	211	217	223	200	851	29%
Psychologist	113	115	118	90	436	30%
Social Worker	210	215	220	169	814	31%
Nurse	76	83	92	105	356	39%
Total Non-Instructional Staff	1,546	1,620	1,697	1,669	6,532	30%
Instructional						
Art	228	243	258	275	1,004	37%
At-Risk / Pre-K	68	102	131	103	404	31%
Bilingual Education	174	182	189	198	743	46%
Computer Tech/Programming	82	128	117	126	452	40%
Driver Education	37	37	37	37	148	25%
English as a Second Language	100	107	115	124	446	63%
English/Lang Arts - English	543	562	581	602	2,287	42%
English/Lang Arts - Language Arts	336	362	391	422	1,510	47%
English/Lang Arts - Other	34	35	36	37	143	22%
English/Lang Arts- Reading/Remedial	215	228	242	256	940	48%
Foreign Language (Other)	76	77	77	77	307	37%
Foreign Language (Spanish)	231	244	259	274	1,008	52%
Gifted Education	48	88	73	77	286	39%
Health Education	46	47	48	49	189	32%
Learning/Resource Center Library	46	49	52	55	202	45%
Mathematics	615	594	633	656	2,497	36%
Music Instrumental/Vocal	366	369	372	376	1,483	37%
Physical Education	432	576	556	592	2,155	32%
Science - Biology	127	129	131	134	522	35%
Science - Chemistry	66	67	68	69	270	33%
Science - Earth Science	18	18	18	18	71	25%
Science - General Science	295	306	318	330	1,249	44%
Science - Other	14	14	15	15	58	22%
Science - Physical Science	29	34	33	36	133	41%
Science - Physics	43	44	46	47	180	44%
Self Contained Elementary	2,741	2,864	3,092	3,233	11,930	29%
Social Science	523	575	633	697	2,429	42%
Title 1 Remedial Math/Reading	139	144	150	155	588	29%
Sp. Ed - Behavior Disordered	171	178	185	192	726	33%
Sp. Ed - Cross Categorical	360	381	404	428	1,574	42%
Sp. Ed- Deaf/Hard of Hearing	49	51	53	55	206	33%
Sp. Ed - EMH/TMH	45	52	46	47	190	11%
Sp. Ed- Learning Disabled	537	554	571	589	2,252	31%
Sp. Ed - Other	412	442	474	509	1,837	59%
Sp. Ed - Physically Handicapped	8	7	7	6	29	10%
Sp. Ed - Speech & Lang Impaired	222	231	240	250	944	41%
Sp. Ed - Visually Impaired	8	7	6	4	25	10%
Voc/Tech - Agriculture	40	45	50	56	190	58%
Voc/Tech - Bus/Marketing/Mgt	90	93	97	100	380	29%
Voc/Tech - FACS	97	107	118	130	452	38%
Voc/Tech - Health	7	7	7	7	27	37%
Voc/Tech - Industrial	125	130	137	143	534	35%
Voc/Tech - Other	25	26	27	28	106	31%
Other Assignment	302	309	317	324	1,252	37%
Total Instructional Staff	10,169	10,845	11,408	11,939	44,361	35%