

American Association for Employment in Education

Educator Supply and Demand Report 2016-17



Connecting professionals who prepare teachers with those who hire them

American Association for Employment in Education

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ABOUT AAEE:

Comprised of college/university career center staff, school district human resource professionals, and members of education-related organizations, the American Association for Employment in Education is a key organization for building networks to recruit teachers. For 80+ years, AAEE has been providing members with direct access to resources and networking opportunities with colleagues—all focused upon the highest standards in educator preparation, recruitment, hiring and retention. Prepared and published annually, the *AAEE Educator Supply and Demand Report* is a nationally recognized initiative and benchmark report.

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Editor of the Supply and Demand Report: John F. Snyder, Slippery Rock University, PA

ABOUT THE EDUCATOR SUPPLY AND DEMAND SURVEY:

The Center for Marketing and Opinion Research (CMOR) conducted the 2016-2017 Educator Supply & Demand Survey on behalf of the American Association for Employment in Education (AAEE).

- Surveys were collected between October 20, 2016 and March 1, 2017.
- The initial email invitation with a link to complete the online survey was sent to the list provided by AAEE on October 20, 2016. Reminder invitations were sent at varying times and days.
- 422 surveys were completed.
 - 191 colleges/universities (5.97% margin of error using a 90% confidence level)
 - 231 school districts (5.43% margin of error)

The Center for Marketing & Opinion Research (CMOR) provides public opinion research services to colleges and universities, healthcare organizations, community-based organizations, non-profit and government agencies.

Table 1: The 59 Education Fields Evaluated in the Survey:

Education Fields	Math & Science Education
Agriculture Education	Biology
Art/Visual Education	Chemistry
Bilingual Education/Multicultural	Earth/Physical Science
Business Education	General Science
Computer Science Education	Math
Dance Education	Physics
English/Language Arts Education	Support Services
Family and Consumer Science	Audiology
Health Education	Counseling
Journalism Education	Gifted/Talented Education
Music Education	Library Science/Media Technology
Physical Education	Occupational Therapy
Reading Specialist/Interventionist	Physical Therapy
Social Studies Education	Reading Diagnostician
Speech Education	School Nursing
Technology Education	School Psychology
Theatre/Drama Education	School Social Work
Languages	Speech Pathology
Chinese	Elementary & Middle School Education
Classical	Intermediate Education
ESL/ELL (English Language Learner)	Kindergarten/Primary Education
French	Middle School Education
German	Pre-K Education
Japanese	Special Education
Other Languages	Cognitive Disabilities Special Education
Spanish	Dual Cert (General & Special Education)
Administration	Early Childhood Special Education
Elementary Principal	Emotion/Behavioral Disorders Special Ed.
High School Principal	Hearing Impaired Special Education
Middle School Principal	Learning Disability Special Education
	Mild/Moderate Disabilities Special Ed.
	Multi-categorical Special Education
	Severe/Profound Disabilities Special Ed.
	Visually Impaired Special Education

Study Highlights

Both colleges/universities as well as school districts were asked to evaluate demand for educators by rating 59 fields of study as having **CONSIDERABLE SHORTAGE**, **SOME SHORTAGE**, **SOME SURPLUS**, **CONSIDERABLE SURPLUS** of qualified applicants or **BALANCED** between applicants and positions.

- ✓ Overall, there was agreement between colleges/universities and school districts on about two-thirds of the fields, 39 of the 59 (66.1%).
- ✓ At least half of the fields were reported as having some level of shortage by both colleges/universities and school districts, 37 by colleges/universities and 43 by school districts. Twenty-five were identified as having some level of shortage by both groups.
- ✓ **CONSIDERABLE SHORTAGE:** Of the 59 fields listed, 9 were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 19 fields. Eight of the fields that were identified by colleges/universities as having a considerable shortage were also identified by school districts. These fields were Bilingual Education/Multicultural, Physics, Chemistry, Math, Severe/Profound Disabilities Special Education, Learning Disability Special Education, Mild/Moderate Disabilities Special Education, and Visually Impaired Special Education.
- ✓ **SOME SHORTAGE:** Colleges/universities identified 28 fields as having some shortages while school districts identified 24 fields with some shortage. They were in agreement on 17 fields.
- ✓ **SOME SURPLUS:** Colleges/universities identified 3 fields as having some surplus and school districts identified the same 2 fields as having some surplus—Physical Education and Social Studies Education.
- ✓ **CONSIDERABLE SURPLUS:** No fields were reported as having considerable surplus by either colleges/universities or school districts.

Enrollment in degree-seeking programs was more likely to have decreased in traditional or M.Ed./MAT/5th year programs than in TESOL, alternative certificates/licensure or doctoral programs. At the same time, more than 1 in 10 teachers hired in the past year did not have traditional preparation. Reasons given for this were that there was a lack of traditional candidates applying, that districts must hire for difficult-to-fill positions in certain subject areas, and a national shortage of education majors.

On average, colleges/universities reported that 79% of their graduates find full-time teaching positions after graduation, while 15% find part-time positions. Last year colleges/universities reported that 76% of their graduates found full-time jobs in education while 15% secured part-time positions. Some of the difficulties identified in terms of qualified candidates finding teaching positions upon graduation included an unwillingness to relocate, limited job openings, and schools not considered for employment. In addition, it was noted that decreases in funding that school districts receive was a challenge by 80% of responding school districts, with 46% indicating it is a *Big* challenge. However, with the percentage of graduates finding full-time employment increasing by 3% since last year, candidates not finding employment are most likely unwilling or unable to relocate.

Both the national composite score (Table 2) and the breakdown of demand by geographic areas in the United States (Table 3) show the demand for educators in most certification fields and in most areas of the country is strong. Recruiters are faced with the challenge of finding qualified educators as the supply of new educators continues to decrease. The job market for new educators as well as veteran educators either relocating or re-entering the profession is favorable.

Is There Really a Shortage of Educators?

Commentary by John F. Snyder
Slippery Rock University of Pennsylvania

The observations and opinions expressed are those of the author and do not necessarily reflect the view of AAEE.

So what does the 2016-17 AAEE Educator Supply and Demand Report tell us? What do all of these numbers communicate? And what are other researchers writing about the state of educator supply and demand?

While there are a few commentators who claim the shortage of educators doesn't exist or is overblown, my interpretation of the data from the respondents in the AAEE survey clearly show that the United States is experiencing a shortage of educators, and in many certification areas that shortage is critical.

While the national demand composite number (3.52 – Some Shortage, Table 2) must be viewed in the context of regional demands, that this measure continues to increase is one indication that the demand for educators is increasing. The regional data (Table 3) confirm the national composite number. In particular, the certification areas in math, science, special education, and foreign languages are dominated by cells shaded in red showing Some Shortage or a Considerable Shortage of educators.

The lack of green shaded cells in the regional chart (Table3) also points to a demand for educators. Nationally (Table 2), not one of the 59 certification fields is in the Considerable Surplus category. Regionally, only social studies (1.67) is in the Considerable Surplus category in region 9, the Northeastern United States. Of the total of 590 regional cells in Table 3, only 34 cells are shaded in green indicating a surplus of educators. Twenty-three of those 34 cells are in social studies, physical education, and health education. For candidates in these areas, the job market remains competitive.

Other educator shortage areas to note are in the support services, particularly among audiology, occupational therapy, physical therapy, and speech pathology. Professionals in these fields have numerous career options in health care making it a challenge for school districts to attract these individuals to education.

Commentators who claim the shortage of educators is non-existent or overestimated often refer to the “reserve pool” of educators: individuals, trained as educators, who left the profession or never entered it. In an April 2014 report, *Seven Trends: The Transformation of the Teaching Force*, written by Richard Ingersoll, Lisa Merrill, and Daniel Stuckey (published by the Consortium for Policy Research in Education), the authors often refer to a “ballooning” in the number of teachers between 1987 and 2012. When this report was written in 2014, the authors claimed that even the supply of math and science teachers had kept pace with the demand for these individuals.

AAEE data in the 2014-15 *Educator Supply and Demand Report* showed all math and science fields in the Some Shortage to Considerable Shortage categories, and AAEE current data in Table 3 show the demand for these educators has only increased since then. In the AAEE regional breakdown, every region reported *all* math and science certification areas in the Some Shortage or the Considerable Shortage categories.

One misconception when considering the reserve pool of educators is assuming that individuals majoring in education want to teach. A comprehensive report, *A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.*, written by Leib Sutcher, Linda Darling-Hammond, and Desiree Carver-Thomas (published by the Learning Policy Institute), addresses two significant factors affecting the demand for and the supply of educators: an 8% annual attrition rate of teachers which contributes to a demand for new hires and a 35% reduction of graduates from colleges of education between 2009 and 2014 (691,000 to 451,000) decreasing the supply of new educators.

On the topic of attrition, the authors write, “The teaching workforce continues to be a leaky bucket, losing hundreds of thousands of teachers each year – the majority of them before retirement age. Changing attrition would change the projected shortages more than any other factor.” The authors also comment on the reserve pool of teachers who have left the profession citing that only a third of these teachers ever come back to the classroom.

In other words, each year school districts count on newly trained educators to fill vacancies because there is no evidence to support an assumption that all credentialed educators want to teach; however, each year since 2009, there have been fewer individuals graduating from colleges of education. In this report, Table 6 shows that 41% of the college/university respondents indicated that enrollment in their traditional educator preparation program decreased compared to last year. Only 19% indicated an increase in enrollment. Last year 41% indicated decreased enrollment in traditional educator preparation programs with only 12% indicating an increase (Appendix, page 29).

Table 14 in this report shows that 12% of the new hires, reported by school district respondents, came from non-traditional preparation programs while 3% were emergency hires (most likely lacking any type of preparation to be a teacher). That’s 15% of new teachers not coming from traditional preparation programs. Should this trend continue, school districts will have to find creative ways to staff their vacancies with individuals who possess the skills to be effective educators. Urban districts reported that 14% of their new hires were from non-traditional preparation with 3% emergency hires. Perhaps even more concerning is that the respondents from rural districts indicated that 12% of their new hires were from non-traditional preparation programs while 6% were emergency hires. The number one reason districts cited for hiring teachers without traditional preparation was, “Lack of traditional candidates who apply.” The second reason was, “Must hire for difficult-to-fill positions in certain subject areas.” The data in this report suggest those difficult-to-fill subject areas are math, science, special education, and foreign languages (Table 5).

The concern with hiring candidates from non-traditional preparation programs is the increased chance of these candidates leaving education prematurely. Sutchter, Darling-Hammond, and Carver-Thomas refer to this dynamic by writing, “If teachers are hired without having been fully prepared, the much higher turnover rates that result are costly in terms of both dollars spent on the replacement process and decreases in student achievement in high-turnover schools.” Later in their report, the authors cite two studies relating to this issue. One study found that underprepared educators were twice as likely to leave education than their colleagues who completed a thorough program that included student teaching, specific pedagogy coursework, and feedback from education professionals. The other study cited found that 30% of uncertified educators leave teaching within five years compared to 15% of those with a teaching credential.

While this AAEE report does not address why college students have been reluctant to choose education as a major and why so many educators leave the profession well before retirement age and do not return, a number of studies cite low salary as a major reason for not attracting or keeping talented educators in the classroom. Again citing Sutchter, Darling-Hammond, and Carver-Thomas, “Great inequalities in salaries across districts typically cause shortages in those that are not able to offer a competitive wage.” Not only are school districts competing for talented employees with other occupations that may offer higher wages, districts compete among themselves as teachers may start at one district but move to another higher-paying district in just a few years. And most of the time, higher paying districts also offer better benefits and working conditions.

A 2014 publication from WalletHub, written by Richie Bernardo, noted that “teachers are shortchanged with salaries that fail to keep up with inflation.” Bernardo cites the National Center for Education Statistics showing that about a fifth of new teachers leave the profession after one year and almost half leave before five years. Perhaps some of these educators return, but not enough to stem the shortage of educators.

In a 2015 survey of school districts, Frontline Technologies discovered similar findings to the AAEE *Supply and Demand Report*. The Frontline Technologies report concluded that the shortage of educators is influenced by a lack of qualified applicants in specific certifications (special education, for example), a lack of schools of education in the districts’ geographic region (in other words, a lack of newly trained teachers being available to fill vacancies), and a lack of decent salaries and benefits compared to other careers.

Data from Lawrence Mishel, president of the Economic Policy Institute, and labor economist Sylvia Allegretto, chair of the Center on Wage and Employment Dynamics at the Institute for Research on Labor and Employment at the University of California, Berkeley, show that the gap between educators' wages and that of comparable professionals is at an all-time high. In the early 1990's, the wage gap was less than -2%; in 2015 the wage gap was -17%. Even with all benefits included (paid leave, insurance, retirement), the total compensation gap between teachers and other similar professionals was -11.1%. The authors link the low salaries with the issue of recruitment and retention of teachers.

A common sense factor leading to fewer individuals choosing to pursue teaching is the scapegoating of teachers by politicians and policy makers, in particular since 2010. Teaching has always been a profession subject to a high degree of public criticism. However, the public disrespect for the education profession has increased dramatically in recent years. When teachers were somehow linked as one of the causes of the Great Recession and teacher unions were blamed for "unreasonably high" salaries and "lavish" pensions, many politicians not only publicly denounced teachers, but took steps at the state or local level to lower salaries, decrease benefits, and reduce employment protections of educators. It is reasonable to assume that future college students and their parents steered away from teaching as a career choice in response to the political criticism directed at the profession of education, and in particular, public education. (As of this writing, there is no indication that the political attitude at the national level will become more respectful to public education.)

However, there is some progress being made on the state level to acknowledge and respond to teacher shortages. An April 26, 2017 blog written by Tara Kini on the Learning Policy Institute website is the first installment of the series, *Solving Teacher Shortages*. Citing LPI research indicating the 35% decline in education graduates since 2009 and the estimated shortage of 60,000 teachers in 2015-16, Kini then highlights state efforts in Indiana, Illinois, Nevada, Minnesota, Texas, California, Utah, Oklahoma, Washington, and South Dakota to address the teacher shortage. The author writes, "States are responding to shortages with a range of legislative and budget proposals. At a time when Democrats and Republicans are divided on many issues, it's particularly noteworthy that efforts to address teacher shortages have been largely bipartisan affairs, with similar bills introduced by both Democratic and Republican governors and legislators. Many are turning the crisis into an opportunity to build a sustainable, high-quality, and more diverse teacher workforce." But these efforts are going to take time to provide a renewed supply of educators; for the foreseeable future, administrators are going to be challenged to hire enough qualified professionals to staff their schools.

The current shortage is significantly different from shortages in the past. Past educator shortages were contained to specific states: for example North Carolina, South Carolina, Florida, Texas, Arizona, and California. Teacher shortages in the Midwest? Not likely. Now, the state not experiencing a shortage of educators is an exception. But even in these states with a surplus of educators, such as Pennsylvania, there is an urgent need for substitute teachers. For example, Pennsylvania now allows education students who have not yet earned their bachelor's degree or certification to be eligible for emergency permits to serve as substitute teachers. The state would not have taken this action if there were not a serious shortage of substitute teachers.

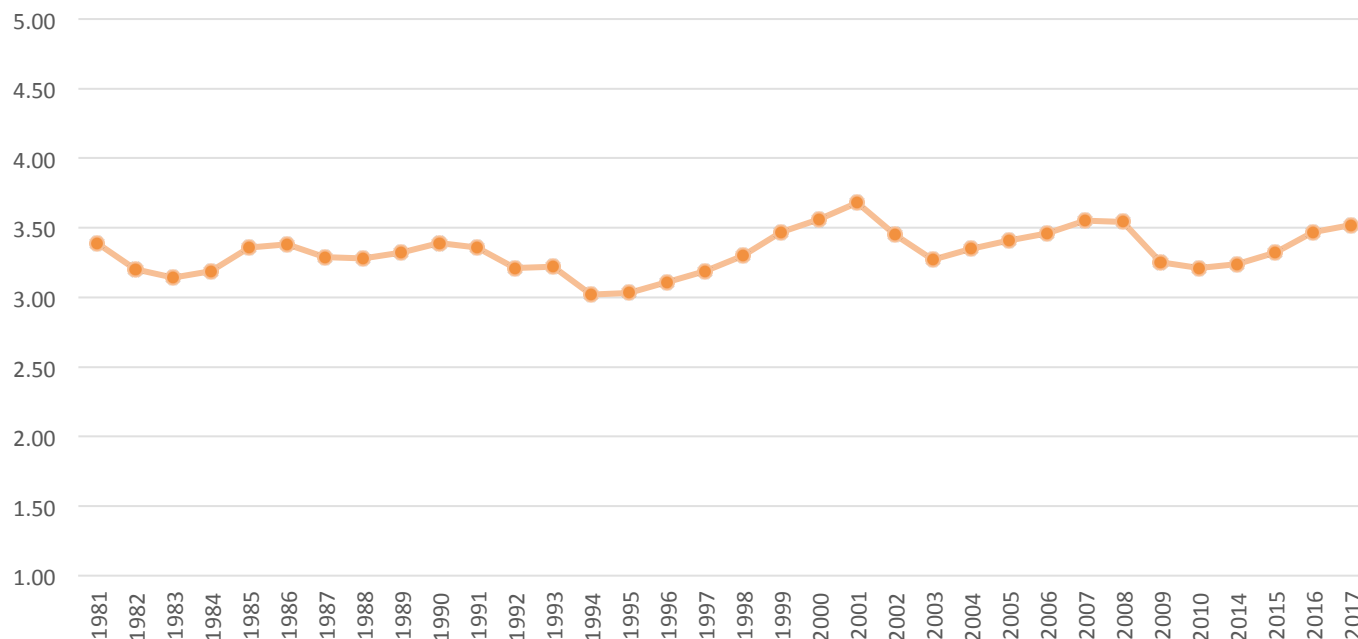
The bottom line of the 2016-17 *AAEE Educator Supply and Demand Report* is that the shortage of educators is real and the challenge of administrators in public and private education, in traditional and cyber education, and in alternative education settings to staff their institutions is real. However, for candidates, these challenges provide numerous options for finding employment in education.

The National Picture

Table 2: The National Composite Score for Educator Demand Across All Certifications

For the fourth year in a row (accounting for the lack of data for 2011-2013), the national demand for educators has increased reflecting a continuing shortage of educators throughout the United States. The national composite score of 3.52 is the highest since the 3.54 score in 2008, right before the Great Recession. The current composite score is the fifth highest since 1981 when the national composite score was first computed.

Longitudinal Chart: 1981 - 2017



Year	Perceived Demand
1981	3.39
1982	3.20
1983	3.14
1984	3.19
1985	3.36
1986	3.38
1987	3.29
1988	3.28
1989	3.32
1990	3.39
1991	3.36
1992	3.21
1993	3.22
1994	3.02
1995	3.03
1996	3.11
1997	3.19

Year	Perceived Demand
1998	3.30
1999	3.47
2000	3.56
2001	3.68
2002	3.45
2003	3.27
2004	3.35
2005	3.41
2006	3.46
2007	3.55
2008	3.54
2009	3.25
2010	3.21
2014	3.24
2015	3.32
2016	3.47
2017	3.52

Perceived Supply and Demand by Region

Table 3, a combination of responses from college/university and school district representatives, confirms the regional demand for educators has remained strong in most areas of the country and in most certification areas. Table 4 shows the number of college/university and school district respondents by each region. Region 11, Hawaii, is not included as no representative responded to the survey. Most notable are the blocks shaded in red, with the darker red indicating a considerable shortage of educators. Candidates in math, science, and all special education areas are in high demand. Candidates in languages also are in demand. Professionals in support positions will find a favorable job market. Candidates in physical education, social studies and health education face the most challenge in finding employment.

Table 3: Educator Demand by Region and Certification

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		1	2	3	4	5	6	7	8	9	10	Total
Educational Fields	Agriculture Education	3.75	3.96	4.33	4.13	4.00	3.65	4.45	3.67	5.00	3.00	3.93
	Art/Visual Education	3.20	3.47	3.00	3.00	3.21	3.02	2.97	2.95	3.00	2.33	3.10
	Bilingual Education/Multicultural	4.40	3.96	4.71	4.29	4.75	4.27	4.50	4.53	4.33	2.67	4.33
	Business Education	3.36	3.54	3.43	3.17	3.18	2.98	3.56	3.23	3.50	3.00	3.27
	Computer Science Education	3.73	4.18	3.67	3.41	3.82	3.58	3.81	3.79	4.00	3.00	3.80
	Dance Education	3.40	3.53	2.75	3.00	2.73	2.72	3.17	3.60	5.00	2.00	3.16
	English/Language Arts Education	3.28	3.44	3.29	3.08	3.74	3.38	2.98	2.69	2.50	3.25	3.16
	Family and Consumer Science	3.64	3.82	3.62	3.95	3.60	3.59	4.32	3.89	5.00	2.50	3.80
	Health Education	2.57	3.26	2.69	2.74	2.59	2.38	2.93	2.86	2.00	3.00	2.78
	Journalism Education	3.00	3.44	3.00	3.37	3.00	3.00	3.60	3.17	5.00	3.00	3.25
	Music Education	3.38	3.64	2.94	3.23	3.26	2.81	2.88	2.80	3.00	3.25	3.08
	Physical Education	2.38	2.79	2.06	2.38	2.26	2.33	2.54	2.35	2.33	2.33	2.44
	Reading Specialist/Interventionist	3.40	3.62	3.40	3.70	3.44	3.87	3.45	3.45	4.00	3.67	3.59
	Social Studies Education	2.31	2.59	2.18	2.29	2.96	2.57	2.29	2.05	1.67	2.75	2.38
	Speech Education	4.10	4.33	3.73	3.75	3.25	4.37	4.04	4.30	5.00	3.50	4.13
	Technology Education	3.67	4.00	3.43	3.72	3.69	3.92	3.94	4.07	5.00	3.00	3.90
	Theatre/Drama Education	3.08	3.55	3.07	3.41	3.16	3.12	3.06	3.19	3.67	4.00	3.26
Languages	Chinese	4.33	4.52	4.50	4.40	3.91	4.04	4.58	4.50	4.00		4.33
	Classical (Greek, Latin)	3.80	4.33	4.83	4.38	4.10	4.21	3.53	4.00	4.00		4.12
	ESL/ELL (English Language Learner)	4.08	3.75	4.44	4.10	4.21	4.21	4.29	4.21	4.50	3.50	4.12
	French	3.08	3.97	3.92	3.77	3.89	3.63	3.54	3.51	3.50	4.00	3.66
	German	3.50	3.89	4.00	3.70	3.92	3.84	3.61	3.56	3.50		3.74
	Japanese	3.67	4.25	4.75	4.00	4.13	4.18	3.44	4.42	4.00		4.11
	Spanish	3.59	3.71	4.24	3.97	4.15	4.00	4.10	3.85	3.75	3.00	3.92
	Other Languages	4.00	4.12	3.80	3.88	3.90	4.04	3.44	4.29	3.67	3.00	3.99
Math & Science Education	Math	4.25	4.57	4.81	4.17	4.52	4.80	4.15	4.22	4.00	4.50	4.42
	Biology	3.74	4.22	4.12	3.94	4.07	4.24	3.85	4.00	3.50	4.50	4.05
	Chemistry	4.16	4.44	4.53	4.35	4.44	4.58	4.21	4.47	4.00	4.75	4.42
	Earth/Physical	3.95	4.40	4.07	3.80	4.13	4.34	3.76	3.98	4.50	4.00	4.10
	General Math and Science	4.06	4.43	4.47	3.93	4.25	4.36	3.82	3.97	4.33	4.25	4.17
	Physics	4.21	4.57	4.65	4.23	4.58	4.62	4.49	4.61	4.00	4.75	4.53

Considerable
shortage
(4.21 – 5.00)

Some shortage
(3.41 – 4.20)

Balanced
(2.61 – 3.40)

Some surplus
(1.81 – 2.60)

Considerable
surplus
(1.00 – 1.80)

		1	2	3	4	5	6	7	8	9	10	Total
Support Services	Audiology	4.36	4.35	4.45	4.27	4.10	4.10	4.20	3.77	5.00	4.50	4.19
	Counseling	3.88	3.40	3.50	3.61	3.56	3.20	2.97	2.72	2.40	3.50	3.24
	Gifted/Talented Education	3.62	3.53	3.69	3.50	3.79	3.54	3.59	3.18	4.00	3.33	3.51
	Library Science/Media Technology	3.18	3.75	3.15	3.75	3.65	3.80	3.22	3.59	4.50	4.00	3.62
	Occupational Therapy	4.45	4.07	4.50	4.14	3.86	3.90	4.05	4.13	3.50	4.33	4.08
	Physical Therapy	4.42	4.00	4.50	4.17	3.76	3.90	4.00	4.03	3.00	4.33	4.03
	Reading Diagnostician	3.67	4.00	3.67	3.63	4.00	3.69	3.38	3.81	4.50	3.67	3.80
	School Nursing	4.22	4.28	3.93	3.63	4.00	3.75	4.04	4.05	3.00	5.00	4.01
	School Psychology	4.44	4.09	4.14	4.13	4.00	3.85	3.90	3.72	3.00	4.00	3.96
	School Social Work	3.29	3.83	4.15	3.43	3.27	3.34	3.43	3.08	3.50		3.45
	Speech Pathology	4.54	4.55	4.69	4.29	4.06	4.29	4.28	4.13	5.00	4.33	4.34
Elem./ Middle	Pre-K Education	3.42	3.67	3.75	3.48	2.91	3.32	3.00	2.51	3.00	4.67	3.19
	Kindergarten/Primary Education	3.39	3.63	2.58	2.78	2.85	3.18	2.63	2.04	2.00	3.00	2.85
	Intermediate Education	3.38	3.79	2.82	2.64	3.22	3.43	2.81	2.56	2.50	3.25	3.12
	Middle School Education	3.72	3.93	3.64	3.35	3.54	3.90	3.21	3.17	3.00	3.50	3.55
Adm.	Elementary Principal	3.31	3.24	3.53	3.23	3.30	3.04	3.38	3.13	4.50	2.67	3.22
	Middle School Principal	3.31	3.35	3.80	3.35	3.50	3.24	3.57	3.31	5.00	3.33	3.39
	High School Principal	3.31	3.45	3.93	3.45	3.61	3.39	3.80	3.52	5.00	3.33	3.53
Special Education	Multicategorical Special Education	4.64	4.40	4.50	4.55	4.43	4.60	4.31	4.29	4.25	5.00	4.45
	Dual Cert (General & Special Ed.)	4.33	4.52	4.56	4.21	4.55	4.43	4.10	3.87	4.33	4.33	4.27
	Early Childhood Special Education	4.57	4.29	4.80	4.38	4.18	4.48	4.23	3.62	4.67	4.67	4.23
	Emotion/Behavioral Disorders Sp. Ed.	4.62	4.58	4.86	4.65	4.57	4.59	4.50	4.25	4.67	4.67	4.55
	Hearing Impaired Special Education	4.79	4.43	4.62	4.75	4.53	4.66	4.29	4.47	5.00	4.33	4.54
	Learning Disability Special Education	4.54	4.38	4.46	4.40	4.27	4.50	4.12	3.94	4.33	4.00	4.31
	Cognitive Disabilities Special Ed.	4.69	4.38	4.62	4.44	4.33	4.56	4.13	4.09	5.00	4.00	4.38
	Mild/Moderate Disabilities Sp. Ed.	4.62	4.37	4.38	4.33	4.38	4.46	4.20	4.03	4.25	4.00	4.32
	Severe/Profound Disabilities Sp. Ed.	4.71	4.58	4.71	4.78	4.63	4.73	4.43	4.41	4.67	4.67	4.61
	Visually Impaired Special Education	4.93	4.41	4.67	4.73	4.58	4.73	4.60	4.41	4.67	4.33	4.59

Table 4: Respondents by Region

Code	Region	Colleges/ Universities	School Districts
1	Northwest	8	14
2	West	11	59
3	Rocky Mountain	7	12
4	Great Plains/Midwest	26	13
5	South Central	18	13
6	Southeast	29	48
7	Great Lakes	35	22
8	Middle Atlantic	50	44
9	Northeast	5	2
10	Alaska	1	3

Table 5: Comparison of Colleges and Districts: 2016-2017

COLLEGES AND UNIVERSITIES		SCHOOL DISTRICTS	
FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)		FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)	
Severe/Profound Disabilities Special Ed.	4.64	Severe/Profound Disabilities Special Ed.	4.61
Bilingual Education/Multicultural	4.47	Hearing Impaired Special Education	4.60
Physics	4.41	Visually Impaired Special Education	4.60
Chemistry	4.36	Physics	4.59
Learning Disability Special Education	4.36	Emotion/Behavioral Disorders Special Ed.	4.58
Math	4.33	Multicategorical Special Education	4.52
ESL/ELL (English Language Learner)	4.27	Chinese	4.49
Mild/Moderate Disabilities Special Ed.	4.24	Classical (Greek, Latin)	4.49
Visually Impaired Special Education	4.22	Math	4.49
FIELDS WITH SOME SHORTAGE (4.20 – 3.41)		Chemistry	4.47
Multicategorical Special Education	4.15	Speech Pathology	4.44
Reading Diagnostician	4.10	Cognitive Disabilities Special Education	4.41
Audiology	4.08	Japanese	4.37
Emotion/Behavioral Disorders Special Ed.	4.07	Mild/Moderate Disabilities Special Ed.	4.35
Dual Cert (General & Special Education)	4.06	Dual Cert (General & Special Education)	4.34
Technology Education	4.04	Early Childhood Special Education	4.33
General Math and Science	4.00	Bilingual Education/Multicultural	4.31
Biology	3.94	Learning Disability Special Education	4.31
Cognitive Disabilities Special Education	3.93	General Math and Science	4.25
Earth/Physical	3.92	FIELDS WITH SOME SHORTAGE (4.20 – 3.41)	
Early Childhood Special Education	3.92	Speech Education	4.20
Computer Science Education	3.88	Audiology	4.20
Speech Pathology	3.88	Earth/Physical	4.18
Agriculture Education	3.85	Biology	4.14
Family and Consumer Science	3.84	Occupational Therapy	4.11
Spanish	3.79	Other Languages	4.10
Chinese	3.73	Physical Therapy	4.09
Gifted/Talented Education	3.73	ESL/ELL (English Language Learner)	4.07
Hearing Impaired Special Education	3.73	School Nursing	4.07
Speech Education	3.72	German	4.06
Occupational Therapy	3.64	School Psychology	4.04
School Nursing	3.61	French	4.01
Reading Specialist/Interventionist	3.58	Spanish	4.01
School Psychology	3.55	Agriculture Education	3.95
Middle School Principal	3.55	Technology Education	3.87
Physical Therapy	3.53	Computer Science Education	3.80
High School Principal	3.52	Family and Consumer Science	3.80
Elementary Principal	3.45	Reading Diagnostician	3.78
BALANCED FIELDS (3.40 – 2.61)		Middle School Education	3.67
Other Languages	3.38	Library Science/Media Technology	3.66
Middle School Education	3.36	Reading Specialist/Interventionist	3.60
Library Science/Media Technology	3.33	High School Principal	3.54
Journalism Education	3.25	School Social Work	3.52
German	3.25	Gifted/Talented Education	3.49
Counseling	3.18	BALANCED FIELDS (3.40 – 2.61)	
Japanese	3.11	Business Education	3.35
French	3.06	Middle School Principal	3.35
Pre-K Education	3.04	Theatre/Drama Education	3.34
English/Language Arts Education	3.02	Pre-K Education	3.28
Intermediate Education	2.99	English/Language Arts Education	3.26
Business Education	2.98	Counseling	3.26
Theatre/Drama Education	2.98	Journalism Education	3.25
School Social Work	2.95	Music Education	3.24
Art/Visual Education	2.86	Dance Education	3.23
Health Education	2.81	Art/Visual Education	3.21
Music Education	2.81	Intermediate Education	3.18
Classical (Greek, Latin)	2.80	Elementary Principal	3.16
Dance Education	2.78	Kindergarten/Primary Education	2.92
Kindergarten/Primary Education	2.75	Health Education	2.77
FIELDS WITH SOME SURPLUS (2.60 – 1.81)		FIELDS WITH SOME SURPLUS (2.60 – 1.81)	
Physical Education	2.51	Physical Education	2.44
Social Studies Education	2.51	Social Studies Education	2.29
FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)		FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)	
None		None	
*Reported as means: 5=Considerable shortage; 1=Considerable surplus			

Table 5: Comparison of Colleges and Districts: 2016-2017 (continued)

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		Colleges and Universities	School Districts
Educational Fields	Bilingual Education/Multicultural	4.47	4.31
	Technology Education	4.04	3.87
	Computer Science Education	3.88	3.80
	Agriculture Education	3.85	3.95
	Family and Consumer Science	3.84	3.80
	Speech Education	3.72	4.20
	Reading Specialist/Interventionist	3.58	3.60
	Journalism Education	3.25	3.25
	English/Language Arts Education	3.02	3.26
	Business Education	2.98	3.35
	Theatre/Drama Education	2.98	3.34
	Art/Visual Education	2.86	3.21
	Health Education	2.81	2.77
	Music Education	2.81	3.24
	Dance Education	2.78	3.23
	Physical Education	2.51	2.44
	Social Studies Education	2.51	2.29
Languages	ESL/ELL (English Language Learner)	4.27	4.07
	Spanish	3.79	4.01
	Chinese	3.73	4.49
	Other Languages	3.38	4.10
	German	3.25	4.06
	Japanese	3.11	4.37
	French	3.06	4.01
	Classical (Greek, Latin)	2.80	4.49
Math & Science Education	Physics	4.41	4.59
	Chemistry	4.36	4.47
	Math	4.33	4.49
	General Math and Science	4.00	4.25
	Biology	3.94	4.14
	Earth/Physical	3.92	4.18

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		Colleges and Universities	School Districts
Support Services	Reading Diagnostician	4.10	3.78
	Audiology	4.08	4.20
	Speech Pathology	3.88	4.44
	Gifted/Talented Education	3.73	3.49
	Occupational Therapy	3.64	4.11
	School Nursing	3.61	4.07
	School Psychology	3.55	4.04
	Physical Therapy	3.53	4.09
	Library Science/Media Technology	3.33	3.66
	Counseling	3.18	3.26
	School Social Work	2.95	3.52
Elem./ Middle	Middle School Education	3.36	3.67
	Pre-K Education	3.04	3.28
	Intermediate Education	2.99	3.18
	Kindergarten/Primary Education	2.75	2.92
Adm.	Middle School Principal	3.55	3.35
	High School Principal	3.52	3.54
	Elementary Principal	3.45	3.16
Special Education	Severe/Profound Disabilities Special Ed.	4.64	4.61
	Learning Disability Special Education	4.36	4.31
	Mild/Moderate Disabilities Special Ed.	4.24	4.35
	Visually Impaired Special Education	4.22	4.60
	Multicategorical Special Education	4.15	4.52
	Emotion/Behavioral Disorders Special Ed.	4.07	4.58
	Dual Cert (General & Special Education)	4.06	4.34
	Cognitive Disabilities Special Education	3.93	4.41
	Early Childhood Special Education	3.92	4.33
	Hearing Impaired Special Education	3.73	4.60

	Colleges	Districts	Agreement
Considerable Shortage	9	19	8
Some Shortage	28	24	17
Balanced	20	14	12
Some Surplus	2	2	2
Considerable Surplus	0	0	-

66% Agreement
between groups

	Colleges/ Universities	School Districts
Decrease in school district funding	1.53	2.18
Candidates for open positions	1.27	2.58

Reported as means: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge

Colleges and Universities

Table 6: Education Enrollment

- ✓ On average, colleges/universities have over 700 degree-seeking candidates enrolled at their institutions.
- ✓ Approximately 17% of those, or an average of 121 per institution, are participating in student teaching programs.
- ✓ Enrollment in TESOL and Alternative certifications/licenses was less likely to have decreased than enrollment in traditional programs and M.Ed./MAT/5th year.

ENROLLMENT	
Education Degree-seeking Candidates currently enrolled	717
Students participating in student teaching programs	121
% that are participating in student teaching programs	17%

	Increased	Stayed the same	Decreased	Not offered
Traditional	18.7%	31.6%	41.2%	8.6%
M.Ed./MAT/5 th year added to baccalaureate	18.6%	19.1%	16.9%	45.4%
TESOL	12.0%	26.6%	8.2%	53.3%
Alternative certifications/licenses	12.0%	23.0%	8.7%	56.3%
Doctorates	8.4%	19.7%	4.5%	67.4%
<i>Has enrollment for each degree program increased, remained about the same, or decreased in the past year?</i>				

Table 7: Candidate Success in Finding Employment

CANADATE SUCCESS IN FINDING POSITIONS	
Full-time	79%
Part-time	15%
<i>Approximately, what percentage of your graduates find FULL-TIME/ PART-TIME teaching positions after graduation?</i>	

CHALLENGES IN FINDING TEACHING POSITIONS	Big challenge	Moderate challenge	Small challenge	Not a challenge	Mean*
Decreases in funding school districts receive	22.2%	30.1%	26.1%	21.6%	1.53
Districts not hiring or replacing vacancies	12.3%	33.0%	25.1%	29.6%	1.28
Too many candidates for open positions	13.0%	29.4%	29.4%	28.2%	1.27
Candidates not earning multiple credentials	3.4%	25.4%	37.9%	33.3%	0.99
<i>Indicate if it has been a big, moderate, small or not a challenge for qualified candidates graduating from your institution to find teaching positions. *Mean: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge</i>					

OTHER REASONS FOR DIFFICULTY	N	% of Responses
Unwillingness to relocate	41	35.0%
State funding/Legislative actions/Teacher Licensure	18	15.4%
Limited job openings	17	14.5%
School not considered for employment (rural/urban/low salary/charter)	17	14.5%
Disillusioned with profession after graduation	6	5.1%
Delayed retirements of current teachers	5	4.3%
Lack job searching skills	3	2.6%
Prospective teachers DO get hired upon graduation	3	2.6%
Candidates pursue non-teaching opportunities/grad school	2	1.7%
Declining school age population	2	1.7%
MISCELLANEOUS	3	2.6%
<i>What other reasons have made it difficult for qualified candidates from your institution to find teaching positions?</i>		

Table 8: Candidates Relocating to Other States

CANDIDATES LEAVING STATE TO FIND FULL-TIME EMPLOYMENT	
2016-17 Academic Year	20.1%
<i>Approximately what percentage of your education graduates left your state to find full-time employment for the 2016-17 academic year?</i>	

WHERE EDUCATORS ARE GOING	N	% of Respondents
North Carolina	47	24.6%
Virginia	41	21.5%
Colorado	40	20.9%
Maryland	40	20.9%
Florida	39	20.4%
Arizona	36	18.8%
Texas	34	17.8%
California	28	14.7%
New York	28	14.7%
Illinois	26	13.6%
New Jersey	26	13.6%
Pennsylvania	26	13.6%
District of Columbia	21	11.0%
Georgia	20	10.5%
Indiana	19	9.9%
South Carolina	19	9.9%
Nevada	17	8.9%
Washington	17	8.9%
Iowa	16	8.4%
Kansas	16	8.4%
Ohio	16	8.4%
Alaska	15	7.9%
Massachusetts	14	7.3%
Tennessee	14	7.3%
Michigan	13	6.8%
Minnesota	13	6.8%
Delaware	12	6.3%
Kentucky	12	6.3%
Louisiana	11	5.8%
Wisconsin	11	5.8%
Alabama	10	5.2%
Connecticut	10	5.2%
Oregon	10	5.2%
Missouri	9	4.7%
Oklahoma	9	4.7%
Hawaii	8	4.2%
Nebraska	8	4.2%
New Hampshire	8	4.2%
New Mexico	8	4.2%
West Virginia	7	3.7%
Wyoming	7	3.7%
Idaho	6	3.1%
Arkansas	5	2.6%
North Dakota	5	2.6%
Montana	3	1.6%
Utah	3	1.6%
Rhode Island	2	1.0%
South Dakota	2	1.0%
Maine	1	0.5%
Mississippi	1	0.5%
Vermont	1	0.5%
<i>If some of your graduates leave your state for employment, what states do they tend to move to?</i>		

Supply and Demand

Table 9: Programs Offered

- ✓ Over three-quarters (75% or more) of institutions offer degree programs in *Math, Biology, Social Studies, English, Kindergarten/Primary, and Chemistry*.
- ✓ Over half offer programs in *Music Education, Spanish, Physics, Middle School Education, and Pre-K Education*.
- ✓ Very few institutions (20% or fewer) offer programs listed in red below.
- ✓ The programs offered least often (less than 10%) were Dance Education, Other Languages, Gifted/Talented Education, Occupational Therapy, Audiology, Reading Diagnostician, Cognitive Disabilities Special Education, Emotion/Behavioral Disorders Special Education, Hearing Impaired Special Education, and Visually Impaired Special Education.

Educational Fields	Social Studies Education	83
	English/Language Arts Education	81
	Music Education	62
	Art/Visual Education	47
	Physical Education	46
	Reading Specialist/Interventionist	38
	Health Education	32
	Technology Education	25
	Theatre/Drama Education	24
	Business Education	22
	Bilingual Education/Multicultural	19
	Speech Education	18
	Agriculture Education	14
	Computer Science Education	14
	Family and Consumer Science	14
	Journalism Education	11
	Dance Education	9
Languages	Spanish	71
	French	47
	German	39
	ESL/ELL (English Language Learner)	39
	Classical (Greek, Latin)	14
	Chinese	14
	Japanese	12
	Other Languages	9
Math & Science Education	Math	89
	Biology	88
	Chemistry	75
	Physics	65
	Earth/Physical	50
	General Math and Science	48

Support Services	Counseling	40
	Speech Pathology	23
	School Psychology	22
	School Nursing	16
	School Social Work	13
	Library Science/Media Technology	12
	Physical Therapy	11
	Gifted/Talented Education	9
	Occupational Therapy	8
	Audiology	7
	Reading Diagnostician	5
Elem./ Middle	Kindergarten/Primary Education	79
	Middle School Education	64
	Pre-K Education	57
	Intermediate Education	50
Adm.	Elementary Principal	36
	High School Principal	35
	Middle School Principal	34
Special Education	Dual Cert (General & Special Education)	39
	Early Childhood Special Education	34
	Mild/Moderate Disabilities Special Ed.	25
	Multicategorical Special Education	22
	Severe/Profound Disabilities Special Ed.	14
	Learning Disability Special Education	13
	Cognitive Disabilities Special Education	8
	Emotion/Behavioral Disorders Special Ed.	8
	Hearing Impaired Special Education	8
	Visually Impaired Special Education	5

Question: Which degree or certification programs are offered by your institution? (Reported as percentage)

Table 10: Graduating Students

- ✓ The degrees that will have the most graduates per degree-offering institution this year include: Kindergarten/Primary Education, Dual Certification (General & Special Education), School Social Work, Occupational Therapy, and Learning Disability Special Education.
- ✓ The degrees that will have the lowest number of graduates this year include: Journalism Education, Theatre/Drama Education, languages other than Spanish and Japanese, Physics, and both Hearing and Visually Impaired Special Education.

Educational Fields	Bilingual Education/Multicultural	17
	Speech Education	17
	Reading Specialist/Interventionist	13
	English/Language Arts Education	12
	Physical Education	12
	Social Studies Education	12
	Health Education	11
	Music Education	11
	Agriculture Education	10
	Technology Education	10
	Computer Science Education	9
	Family and Consumer Science	9
	Art/Visual Education	8
	Business Education	7
	Dance Education	6
	Journalism Education	4
	Theatre/Drama Education	4
Languages	ESL/ELL (English Language Learner)	14
	Spanish	7
	Japanese	6
	Chinese	5
	Other Languages	4
	Classical (Greek, Latin)	3
	French	3
	German	3
Math & Science Education	Biology	12
	General Math and Science	10
	Math	9
	Earth/Physical	8
	Chemistry	7
	Physics	4

Support Services	School Social Work	34
	Occupational Therapy	31
	School Nursing	27
	Physical Therapy	26
	Counseling	22
	Speech Pathology	22
	Library Science/Media Technology	16
	School Psychology	14
	Reading Diagnostician	13
	Audiology	11
	Gifted/Talented Education	7
Elem./Middle	Kindergarten/Primary Education	46
	Pre-K Education	28
	Intermediate Education	28
	Middle School Education	21
Adm.	Elementary Principal	15
	Middle School Principal	14
	High School Principal	14
Special Education	Dual Cert (General & Special Education)	36
	Learning Disability Special Education	31
	Emotion/Behavioral Disorders Special Ed.	25
	Multicategorical Special Education	23
	Mild/Moderate Disabilities Special Ed.	21
	Early Childhood Special Education	19
	Cognitive Disabilities Special Education	16
	Severe/Profound Disabilities Special Ed.	13
	Hearing Impaired Special Education	5
	Visually Impaired Special Education	0

Question: *Approximately how many students do you expect will graduate from this institution this academic year with each of the degrees below? (Reported as mean number of students per reporting institution)*

Table 11: Perceived Supply and Demand

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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Educational Fields		
Educational Fields	Bilingual Education/Multicultural	4.47
	Technology Education	4.04
	Computer Science Education	3.88
	Agriculture Education	3.85
	Family and Consumer Science	3.84
	Speech Education	3.72
	Reading Specialist/Interventionist	3.58
	Journalism Education	3.25
	English/Language Arts Education	3.02
	Business Education	2.98
	Theatre/Drama Education	2.98
	Art/Visual Education	2.86
	Health Education	2.81
	Music Education	2.81
	Dance Education	2.78
	Physical Education	2.51
	Social Studies Education	2.51
Languages	ESL/ELL (English Language Learner)	4.27
	Spanish	3.79
	Chinese	3.73
	Other Languages	3.38
	German	3.25
	Japanese	3.11
	French	3.06
	Classical (Greek, Latin)	2.80
Math & Science Education	Physics	4.41
	Chemistry	4.36
	Math	4.33
	General Math and Science	4.00
	Biology	3.94
	Earth/Physical	3.92

Support Services		
Support Services	Reading Diagnostician	4.10
	Audiology	4.08
	Speech Pathology	3.88
	Gifted/Talented Education	3.73
	Occupational Therapy	3.64
	School Nursing	3.61
	School Psychology	3.55
	Physical Therapy	3.53
	Library Science/Media Technology	3.33
	Counseling	3.18
	School Social Work	2.95
Elem./ Middle	Middle School Education	3.36
	Pre-K Education	3.04
	Intermediate Education	2.99
	Kindergarten/Primary Education	2.75
Adm.	Middle School Principal	3.55
	High School Principal	3.52
	Elementary Principal	3.45
Special Education	Severe/Profound Disabilities Special Ed.	4.64
	Learning Disability Special Education	4.36
	Mild/Moderate Disabilities Special Ed.	4.24
	Visually Impaired Special Education	4.22
	Multicategorical Special Education	4.15
	Emotion/Behavioral Disorders Special Ed.	4.07
	Dual Cert (General & Special Education)	4.06
	Cognitive Disabilities Special Education	3.93
	Early Childhood Special Education	3.92
	Hearing Impaired Special Education	3.73

Question: Do you think there is a considerable shortage, some shortage, some surplus, or considerable surplus in qualified candidates in each of the following degree programs or do you feel there is just the right balance between qualified applicants and available positions?

- ✓ No education fields have considerable surplus.
- ✓ Physical Education and Social Studies are areas with some surplus.
- ✓ Math, Chemistry, Physics, Bilingual Education/Multicultural, and ESL/ELL as well as several special education fields have considerable shortage.

Table 11: Perceived Supply and Demand (continued)

FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)		BALANCED FIELDS (3.40 – 2.61)	
Severe/Profound Disabilities Special Ed.	4.64	Other Languages	3.38
Bilingual Education/Multicultural	4.47	Middle School Education	3.36
Physics	4.41	Library Science/Media Technology	3.33
Chemistry	4.36	Journalism Education	3.25
Learning Disability Special Education	4.36	German	3.25
Math	4.33	Counseling	3.18
ESL/ELL (English Language Learner)	4.27	Japanese	3.11
Mild/Moderate Disabilities Special Ed.	4.24	French	3.06
Visually Impaired Special Education	4.22	Pre-K Education	3.04
FIELDS WITH SOME SHORTAGE (4.20 – 3.41)		English/Language Arts Education	3.02
Multicategorical Special Education	4.15	Intermediate Education	2.99
Reading Diagnostician	4.10	Business Education	2.98
Audiology	4.08	Theatre/Drama Education	2.98
Emotion/Behavioral Disorders Special Ed.	4.07	School Social Work	2.95
Dual Cert (General & Special Education)	4.06	Art/Visual Education	2.86
Technology Education	4.04	Health Education	2.81
General Math and Science	4.00	Music Education	2.81
Biology	3.94	Classical (Greek, Latin)	2.80
Cognitive Disabilities Special Education	3.93	Dance Education	2.78
Earth/Physical	3.92	Kindergarten/Primary Education	2.75
Early Childhood Special Education	3.92	FIELDS WITH SOME SURPLUS (2.60 – 1.81)	
Computer Science Education	3.88	Physical Education	2.51
Speech Pathology	3.88	Social Studies Education	2.51
Agriculture Education	3.85	FIELDS WITH CONSIDERABLE SURPLUS (1.80 – 1.00)	
Family and Consumer Science	3.84	None	None
Spanish	3.79		
Chinese	3.73		
Gifted/Talented Education	3.73		
Hearing Impaired Special Education	3.73		
Speech Education	3.72		
Occupational Therapy	3.64		
School Nursing	3.61		
Reading Specialist/Interventionist	3.58		
School Psychology	3.55		
Middle School Principal	3.55		
Physical Therapy	3.53		
High School Principal	3.52		
Elementary Principal	3.45		

Table 12: Summary by Field

*Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		% Offering	Graduating Students	Supply & Demand*
Educational Fields	Bilingual Education/Multicultural	19	17	4.47
	Technology Education	25	10	4.04
	Computer Science Education	14	9	3.88
	Agriculture Education	14	10	3.85
	Family and Consumer Science	14	9	3.84
	Speech Education	18	17	3.72
	Reading Specialist/Interventionist	38	13	3.58
	Journalism Education	11	4	3.25
	English/Language Arts Education	81	12	3.02
	Business Education	22	7	2.98
	Theatre/Drama Education	24	4	2.98
	Art/Visual Education	47	8	2.86
	Health Education	32	11	2.81
	Music Education	62	11	2.81
	Dance Education	9	6	2.78
	Physical Education	46	12	2.51
	Social Studies Education	83	12	2.51
Languages	ESL/ELL (English Language Learner)	39	14	4.27
	Spanish	71	7	3.79
	Chinese	14	5	3.73
	Other Languages	9	4	3.38
	German	39	3	3.25
	Japanese	12	6	3.11
	French	47	3	3.06
	Classical (Greek, Latin)	14	3	2.80
Math & Science Education	Physics	65	4	4.41
	Chemistry	75	7	4.36
	Math	89	9	4.33
	General Math and Science	48	10	4.00
	Biology	88	12	3.94
	Earth/Physical	50	8	3.92

*Considerable
shortage
(4.21 – 5.00)

Some shortage
(3.41 – 4.20)

Balanced
(2.61 – 3.40)

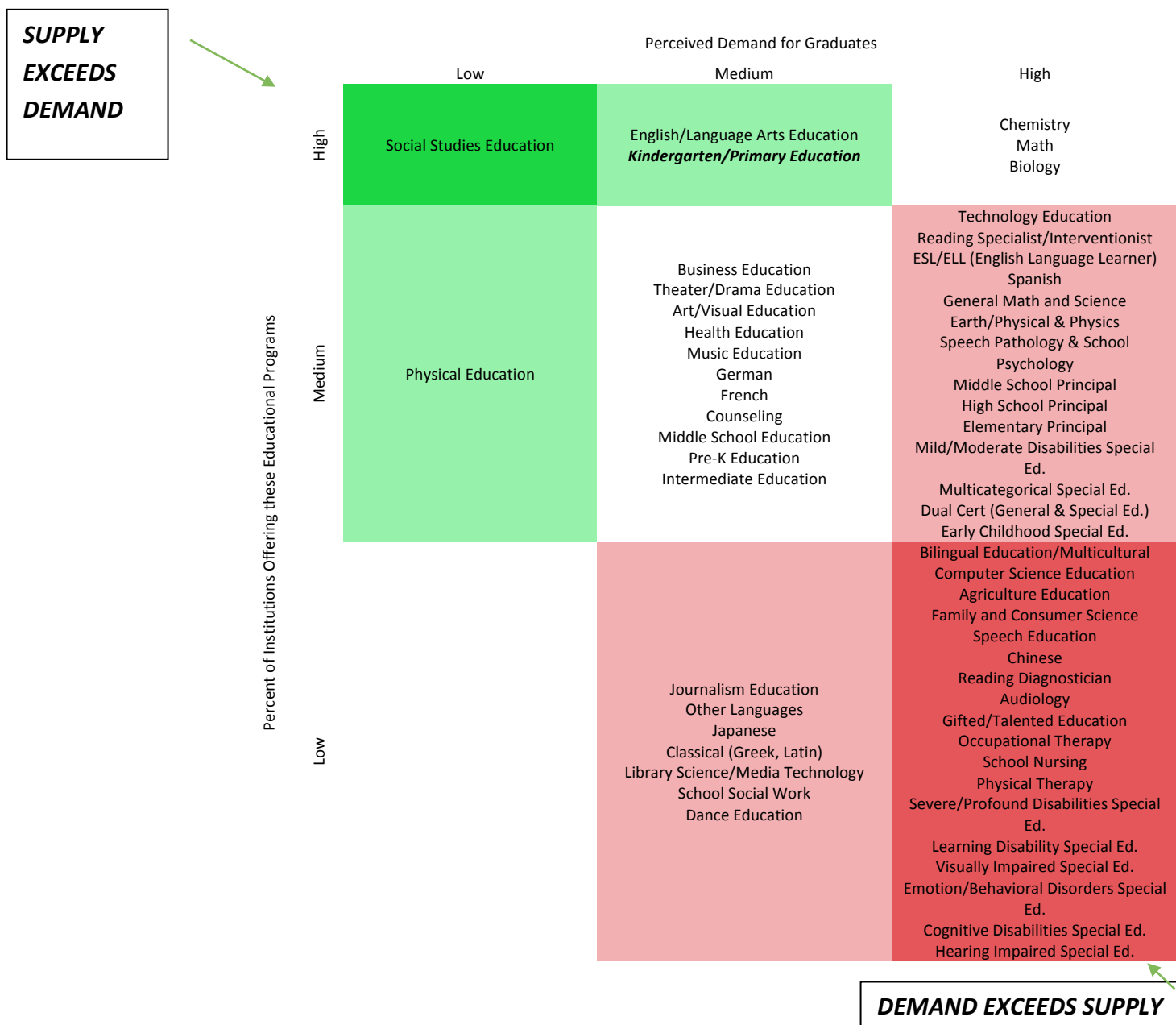
Some surplus
(1.81 – 2.60)

Considerable
surplus
(1.00 – 1.80)

		% Offering	Graduating Students	Supply & Demand*
Support Services	Reading Diagnostician	5	13	4.10
	Audiology	7	11	4.08
	Speech Pathology	23	22	3.88
	Gifted/Talented Education	9	7	3.73
	Occupational Therapy	8	31	3.64
	School Nursing	16	27	3.61
	School Psychology	22	14	3.55
	Physical Therapy	11	26	3.53
	Library Science/Media Technology	12	16	3.33
	Counseling	40	22	3.18
	School Social Work	13	34	2.95
Elem./ Middle	Middle School Education	64	21	3.36
	Pre-K Education	57	28	3.04
	Intermediate Education	50	28	2.99
	Kindergarten/Primary Education	79	46	2.75
Adm.	Middle School Principal	34	14	3.55
	High School Principal	35	14	3.52
	Elementary Principal	36	15	3.45
Special Education	Severe/Profound Disabilities Sp Ed.	14	13	4.64
	Learning Disability Special Education	13	31	4.36
	Mild/Moderate Disabilities Sp Ed.	25	21	4.24
	Visually Impaired Special Education	5	0	4.22
	Multicategorical Special Education	22	23	4.15
	Emotion/Behavioral Disorders Sp Ed.	8	25	4.07
	Dual Cert (General & Special Ed.)	39	36	4.06
	Cognitive Disabilities Special Ed.	8	16	3.93
	Early Childhood Special Education	34	19	3.92
	Hearing Impaired Special Education	8	5	3.73

✓ **Table 13: Educator Preparation Programs and Perceived Demand**

- ✓ The following grid represents the intersection between perceived demand for graduates within each degree program (columns) and the percent of institutions offering each degree program (rows):
 - The higher a program appears in the grid, the more institutions offer training in it.
 - The further to the right a program appears in the grid, the higher the demand is for new educators in that field.
 - **19** programs are *far* out of alignment where supply either greatly exceeds demand or demand exceeds supply.
 - Programs shown in bold and underlined denote fields that colleges/universities expect relatively large numbers to graduate during the academic year, indicating the potential for higher competition for available openings.
 - Programs in cells with no shading are in alignment, balanced between supply and demand – (**14** of 59 programs).
- ✓ Fields in cells shaded in red have somewhat better prospects for employment than most.
- ✓ Prospects for employment are most challenging for those in the green-shaded cell in the upper-left of the grid, where supply exceeds demand, as well as in the fields in red where intense competition for openings is expected.



School Districts

Table 14: Educator Preparation

- ✓ On average, 12% of the educators hired in the past year do not have traditional preparation, either being hired with non-traditional preparation or as an emergency hire. Urban (14%) districts are more likely to have hired educators without traditional preparation in the last year.
- ✓ The inability to find qualified candidates in specialized or high-need areas in addition to hard-to-fill positions drives the need to hire educators without traditional preparation.

Question: *Approximately what percentage of the teachers hired in the past year have: Traditional preparation – College/university coursework plus completed licensure; Non-traditional preparation – alternative certification programs, subject matter experts without pedagogy, temporary or provisional certification; Emergency hires – without licensure or background in teaching? (Reported as percentage)*

EDUCATOR PREPARATION						
Traditional preparation	85%					
Non-traditional preparation	12%					
Emergency hires	3%					
GEOGRAPHIC STATUS		Urban	Suburban*	Rural	ALL	
Traditional preparation		83%	88%	84%	85%	
Non-traditional preparation		14%	12%	12%	12%	
Emergency hires		3%	2%	6%	3%	
SCHOOL SIZE (NUMBER OF STUDENTS)	2,500 or fewer	2,501 to 5,000	5,001 to 10,000	10,001 to 20,000	More than 20,000	ALL
Traditional preparation	84%	90%	87%	89%	81%	85%
Non-traditional preparation	13%	6%	10%	10%	18%	12%
Emergency hires	3%	4%	4%	2%	2%	3%

Reasons for Hiring Educators without Traditional Preparation	N	% of Responses
Lack of traditional candidates who apply	65	35.3%
Must hire for difficult-to-fill positions in certain subject areas	49	26.6%
National shortage of education majors in colleges	18	9.8%
Strong knowledge/Diverse experience is focus rather than pedagogy	17	9.2%
Goal is to hire the best candidate for the job	11	6.0%
Emergency need/Critical need	10	5.4%
Hires agree to earn desired certification if employed.	10	5.4%
Miscellaneous	4	2.2%

*total exceeds 100% due to rounding

Table 15: Educator Makeup

Question: *Approximately how many:*

- *Full-time teaching positions are there in your district?*
- *Full-time teachers does your district have?*
- *Full-time teachers do you expect to lose this year (retirement, attrition, etc.)?*
- *Full-time teachers does your district plan to hire to REPLACE those leaving for the next academic year?*
- *Full-time teachers does your district plan to hire for NEW positions for the next academic year?*

(Reported as mean number of teachers/positions)

EDUCATOR MAKEUP						
Full-time positions	1361					
Full-time vacancies	15					
Expect to lose	105					
Replacement hires	135					
New position hires	28					
Net change in teachers	+58					
GEOGRAPHIC STATUS		Urban	Suburban	Rural	ALL	
Full-time positions		2522	1380	375	1361	
Full-time vacancies		35	9	7	15	
Expect to lose		212	96	29	105	
Replacement hires		283	119	34	135	
New positions		48	33	4	28	
Net change in teachers		+118	+56	+9	+58	
SCHOOL SIZE (NUMBER OF STUDENTS)	2,500 or fewer	2,501 to 5,000	5,001 to 10,000	10,001 to 20,000	More than 20,000	ALL
Full-time positions	130	289	496	981	4093	1361
Full-time vacancies	5	4	3	5	45	15
Expect to lose	7	26	31	79	321	105
Replacement hires	8	26	31	82	433	135
New positions	3	6	7	12	91	28
Net change in teachers	+3	+6	+8	+15	+203	+58

Table 16: Hiring Challenges

Question: *For each of the following issues, please indicate if it has been a big challenge, a moderate challenge, a small challenge, or not a challenge at all finding qualified candidates for open teaching positions.*

HIRING CHALLENGES						
	Big challenge	Moderate challenge	Small challenge	Not a challenge		
Decreases in the funding your districts receives	46.3%	33.5%	12.3%	7.9%		
Having enough candidates for open positions	68.6%	23.5%	5.3%	2.7%		
URBAN STATUS	Urban	Suburban	Rural	ALL		
Decreases in the funding your districts receives	2.16	2.18	2.18	2.18		
Having enough candidates for open positions	2.75	2.43	2.63	2.58		
SCHOOL SIZE (NUMBER OF STUDENTS)	2,500 or fewer	2,501 to 5,000	5,001 to 10,000	10,001 to 20,000	More than 20,000	ALL
Decreases in the funding your districts receives	2.00	2.22	2.00	2.30	2.34	2.18
Having enough candidates for open positions	2.45	2.68	2.58	2.55	2.69	2.58
Reported as means: 3=Big challenge; 2=Moderate challenge; 1=Small challenge; 0=Not a challenge						

Table 16: Hiring Challenges (continued)

Other Reasons for Difficulty in Hiring Teachers	N	% of Responses
Non-competitive salary/benefits/retirement offered	67	24.3%
Candidates will not consider district (location/weather/available housing)	50	18.1%
Competition/Fewer candidates for more positions	50	18.1%
Demanding requirements/Work load expectations of the job	25	9.1%
Lack certification areas needed	17	6.2%
Certification/Licensure process	16	5.8%
Finding highly effective/experienced candidates	16	5.8%
School funding decisions	12	4.3%
Lack of administrative/local/state support for profession	11	4.0%
Federal/State influence on teaching profession	10	3.6%
Must hire educators respectful of diversity	2	0.7%

Anticipated Hiring in 2017-18 Compared to 2016-17	N	% of Responses
Expect to hire more teachers	107	47.1%
Expect to hire fewer teachers	120	52.9%

Major Reasons for Hiring More	N	% of Responses
Increased enrollment	30	29.4%
Retirement	21	20.6%
Expansion of school district	12	11.8%
Attrition/non-specific	11	10.8%
Relocation/Better benefits	6	5.9%
New programs/Curriculum changes	5	4.9%
Increase in special education services	5	4.9%
Budget increase/Grant funding	4	3.9%
Attrition due to disillusionment	3	2.9%
Creating new positions	2	2.0%
Miscellaneous	3	2.9%

Major Reasons for Hiring Fewer	N	% of Responses
Budget restraints	23	20.5%
Steady/Decreased enrollment	22	19.6%
Less attrition	21	18.8%
Fewer retirements	18	16.1%
Fewer/No new positions	14	12.5%
Expansion phase is complete	6	5.4%
No new programs	3	2.7%
Slow down with relocations	1	0.9%
Miscellaneous	4	3.6%

Table 17: Perceived Supply and Demand

- ✓ School districts reported considerable shortages of qualified applicants in the following areas:
Bilingual Education/Multicultural, Chinese, Classical, Japanese, Physics, Chemistry, Math, General Math and Science, Speech Pathology, and all areas of Special Education.
- ✓ Social Studies Education and Physical Education had the highest surplus of qualified candidates.

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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Educational Fields	Bilingual Education/Multicultural	4.31
	Speech Education	4.20
	Agriculture Education	3.95
	Technology Education	3.87
	Computer Science Education	3.80
	Family and Consumer Science	3.80
	Reading Specialist/Interventionist	3.60
	Business Education	3.35
	Theatre/Drama Education	3.34
	English/Language Arts Education	3.26
	Journalism Education	3.25
	Music Education	3.24
	Dance Education	3.23
	Art/Visual Education	3.21
	Health Education	2.77
	Physical Education	2.44
	Social Studies Education	2.29
Languages	Chinese	4.49
	Classical (Greek, Latin)	4.49
	Japanese	4.37
	Other Languages	4.10
	ESL/ELL (English Language Learner)	4.07
	German	4.06
	French	4.01
	Spanish	4.01
Math/Science Education	Physics	4.59
	Math	4.49
	Chemistry	4.47
	General Math and Science	4.25
	Earth/Physical	4.18
	Biology	4.14

Support Services	Speech Pathology	4.44
	Audiology	4.20
	Occupational Therapy	4.11
	Physical Therapy	4.09
	School Nursing	4.07
	School Psychology	4.04
	Reading Diagnostician	3.78
	Library Science/Media Technology	3.66
	School Social Work	3.52
	Gifted/Talented Education	3.49
	Counseling	3.26
Elem./ Middle	Middle School Education	3.67
	Pre-K Education	3.28
	Intermediate Education	3.18
	Kindergarten/Primary Education	2.92
Adm.	High School Principal	3.54
	Middle School Principal	3.35
	Elementary Principal	3.16
Special Education	Severe/Profound Disabilities Special Ed.	4.61
	Hearing Impaired Special Education	4.60
	Visually Impaired Special Education	4.60
	Emotion/Behavioral Disorders Special Ed.	4.58
	Multicategorical Special Education	4.52
	Cognitive Disabilities Special Education	4.41
	Mild/Moderate Disabilities Special Ed.	4.35
	Dual Cert (General & Special Education)	4.34
	Early Childhood Special Education	4.33
	Learning Disability Special Education	4.31

Table 17: Perceived Supply and Demand

FIELDS WITH CONSIDERABLE SHORTAGE (5.00 – 4.21)		BALANCED FIELDS (3.40 – 2.61)	
Severe/Profound Disabilities Special Ed.	4.61	Business Education	3.35
Hearing Impaired Special Education	4.60	Middle School Principal	3.35
Visually Impaired Special Education	4.60	Theatre/Drama Education	3.34
Physics	4.59	Pre-K Education	3.28
Emotion/Behavioral Disorders Special Ed.	4.58	English/Language Arts Education	3.26
Multicategorical Special Education	4.52	Counseling	3.26
Chinese	4.49	Journalism Education	3.25
Classical (Greek, Latin)	4.49	Music Education	3.24
Math	4.49	Dance Education	3.23
Chemistry	4.47	Art/Visual Education	3.21
Speech Pathology	4.44	Intermediate Education	3.18
Cognitive Disabilities Special Education	4.41	Elementary Principal	3.16
Japanese	4.37	Kindergarten/Primary Education	2.92
Mild/Moderate Disabilities Special Ed.	4.35	Health Education	2.77
Dual Cert (General & Special Education)	4.34		
Early Childhood Special Education	4.33	FIELDS WITH SOME SURPLUS (2.60 – 1.81)	
Bilingual Education/Multicultural	4.31	Physical Education	2.44
Learning Disability Special Education	4.31	Social Studies Education	2.29
General Math and Science	4.25		
FIELDS WITH SOME SHORTAGE (4.20 – 3.41)		FIELDS WITH CONSIDERABLE SURPLUS 1.80 – 1.00)	
Speech Education	4.20	None	
Audiology	4.20		
Earth/Physical	4.18		
Biology	4.14		
Occupational Therapy	4.11		
Other Languages	4.10		
Physical Therapy	4.09		
ESL/ELL (English Language Learner)	4.07		
School Nursing	4.07		
German	4.06		
School Psychology	4.04		
French	4.01		
Spanish	4.01		
Agriculture Education	3.95		
Technology Education	3.87		
Computer Science Education	3.80		
Family and Consumer Science	3.80		
Reading Diagnostician	3.78		
Middle School Education	3.67		
Library Science/Media Technology	3.66		
Reading Specialist/Interventionist	3.60		
High School Principal	3.54		
School Social Work	3.52		
Gifted/Talented Education	3.49		

Table 18: Educator Preparation Programs and Perceived Demand (School Districts)

- ✓ The following grid represents the intersection between perceived demand for *TEACHERS* within each degree program (columns) *AS REPORTED BY SCHOOL DISTRICTS* and the percent of institutions offering each degree program (rows):
- The higher a program appears in the grid, the more institutions offer training in it, and therefore the greater the opportunity for future educators to obtain training in those fields in order to meet demand.
 - The further to the right, the higher the demand (as reported by school districts) is for new educators in that field.
 - 22** programs are *far* out of alignment where supply either greatly exceeds demand or demand exceeds supply.
 - Programs shown in bold and underlined text denote fields that colleges/universities expect relatively large numbers to graduate during the academic year, indicating the potential for **larger supply** for those fields.

		Perceived Demand for Graduates (School Districts)		
		Low	Medium	High
Percent of Institutions Offering these Educational Programs	High	Social Studies Education	English/Language Arts Education <u>Kindergarten/Primary Education</u>	Chemistry Math Biology
	Medium	Physical Education	Business Education Theater/Drama Education Art/Visual Education Health Education Music Education Counseling Middle School Education Pre-K Education Intermediate Education Middle School Principal High School Principal Elementary Principal	Technology Education Reading Specialist/Interventionist ESL/ELL (English Language Learner) Spanish General Math and Science Earth/Physical & Physics Speech Pathology & School Psychology Mild/Moderate Disabilities Special Ed. Multicategorical Special Ed. Dual Cert (General & Special Ed.) Early Childhood Special Ed. German French
	Low		Journalism Education Library Science/Media Technology School Social Work Dance Education	Bilingual Education/Multicultural Computer Science Education Agriculture Education Family and Consumer Science Speech Education Chinese Reading Diagnostician Audiology Gifted/Talented Education Occupational Therapy School Nursing Physical Therapy Sever/Profound Disabilities Special Ed. Learning Disability Special Ed. Visually Impaired Special Ed. Emotion/Behavioral Disorders Special Ed. Cognitive Disabilities Special Ed. Hearing Impaired Special Ed. Other Languages Japanese Classical (Greek, Latin)

Appendix: Year-to-Year Comparison

Colleges and Universities

PROGRAM ENROLLMENT				
	Traditional	2016-17	2015-16	Change
TRADITIONAL	Increased	18.7%	12.4%	+6.3%
	Stayed the same	31.6%	34.9%	-3.3%
	Decreased	41.2%	40.9%	+0.3%
	Not offered	8.6%	11.8%	-3.2%
M.ED./MAT/5 TH YEAR ADDED TO BACCALAUREATE	Increased	18.6%	16.7%	+1.9%
	Stayed the same	19.1%	26.9%	-7.8%
	Decreased	16.9%	18.3%	-1.4%
	Not offered	45.4%	38.2%	+7.2%
TESOL	Increased	12.0%	14.8%	-2.8%
	Stayed the same	26.6%	17.5%	+9.1%
	Decreased	8.2%	8.7%	-0.5%
	Not offered	53.3%	59.0%	-5.7%
ALTERNATIVE CERTIFICATIONS/LICENSURES	Increased	12.0%	13.7%	-1.7%
	Stayed the same	23.0%	27.5%	-4.5%
	Decreased	8.7%	8.2%	+0.5%
	Not offered	56.3%	50.5%	+5.8%
DOCTORATES	Increased	8.4%	10.6%	-2.2%
	Stayed the same	19.7%	19.0%	+0.7%
	Decreased	4.5%	5.6%	-1.1%
	Not offered	67.4%	64.8%	+2.6%
Has enrollment for each degree program increased, remained about the same, or decreased in the past year?				

STUDENT SUCCESS IN FINDING POSITIONS			
	2016-17	2015-16	Change
Full-time	79%	76%	+3%
Part-time	15%	15%	-
Approximately, what percentage of your graduates find FT/ PT teaching positions after graduation?			
CHALLENGES IN FINDING TEACHING POSITIONS			
Decreases in the funding school districts receive	2016-17	2015-16	Change
Big challenge	22.2%	34.1%	-11.9%
Moderate challenge	30.1%	34.1%	-4.0%
Small challenge	26.1%	16.8%	+9.3%
Not a challenge	21.6%	15.1%	+6.5%
Mean (3=Big Challenge; 0=Not a challenge)	1.53	1.87	-0.34
Too many candidates for open positions	2016-17	2015-16	Change
Big challenge	13.0%	21.8%	-8.8%
Moderate challenge	29.4%	23.5%	+5.9%
Small challenge	29.4%	29.6%	-0.2%
Not a challenge	28.2%	25.1%	+3.1%
Mean (3=Big Challenge; 0=Not a challenge)	1.27	1.42	-0.15

Supply and Demand

Program offering: Please select which degree or certification programs below are offered by your institution.

(Reported as percentage of answering institutions)

Graduating Students: Approximately how many students do you expect will graduate from this institution this academic year with each of the degrees below? (Reported as mean number of students per reporting institution)

		PROGRAM OFFERINGS			GRADUATING STUDENTS		
		2016-2017	2015-2016	Change	2016-2017	2015-2016	Change
Educational Fields	Social Studies Education	83	78	+5	12	13	-1
	English/Language Arts Education	81	81	-	12	15	-3
	Music Education	62	59	+3	11	13	-2
	Art/Visual Education	47	44	+3	8	7	+1
	Physical Education	46	49	-3	12	13	-1
	Reading Specialist/Interventionist	38	38	-	13	16	-3
	Health Education	32	32	-	11	15	-4
	Technology Education	25	19	+6	10	15	-5
	Theatre/Drama Education	24	25	-1	4	3	+1
	Business Education	22	25	-3	7	5	+2
	Bilingual Education/Multicultural	19	22	-3	17	18	-1
	Speech Education	18	17	+1	17	14	+3
	Family and Consumer Science	14	14	-	9	9	-
	Agriculture Education	14	13	+1	10	9	+1
	Computer Science Education	14	11	+3	9	7	+2
	Journalism Education	11	9	+2	4	1	+3
	Dance Education	9	9	-	6	5	+1
Languages	Spanish	71	65	+6	7	6	+1
	French	47	48	-1	3	2	+1
	German	39	35	+4	3	1	+2
	ESL/ELL (English Language Learner)	39	31	+8	14	34	-20
	Classical	14	14	-	3	2	+1
	Chinese	14	11	+3	5	2	+3
	Japanese	12	9	+3	6	2	+4
	Other Languages	9	8	+1	4	2	+2
Math & Science Education	Math	89	85	+4	9	11	-2
	Biology	88	77	+11	12	11	+1
	Chemistry	75	69	+6	7	4	+3
	Physics	65	54	+11	4	3	+1
	Earth/Physical Science	50	45	+5	8	4	+4
	General Math and Science	48	42	+6	10	7	+3

		PROGRAM OFFERINGS			GRADUATING STUDENTS		
		2016-2017	2015-2016	Change	2016-2017	2015-2016	Change
Support Services	Counseling	40	34	+6	22	22	-
	Speech Pathology	23	17	+6	22	28	-6
	School Psychology	22	28	-6	14	51	-37
	School Nursing	16	12	+4	27	52	-25
	School Social Work	13	15	-2	34	24	+10
	Library Science/Media Technology	12	11	+1	16	18	-2
	Physical Therapy	11	9	+2	26	52	-26
	Gifted/Talented Education	9	9	-	7	11	-4
	Occupational Therapy	8	7	+1	31	30	+1
	Audiology	7	8	-1	11	5	+6
	Reading Diagnostician	5	8	-3	13	11	+2
Elem./Middle	Kindergarten/Primary Education	79	81	-2	46	49	-3
	Middle School Education	64	59	+5	21	21	-
	Pre-K Education	57	47	+10	28	25	+3
	Intermediate Education	50	46	+4	28	32	-4
Adm.	Elementary Principal	36	39	-3	15	18	-3
	High School Principal	35	39	-4	14	17	-3
	Middle School Principal	34	35	-1	14	17	-3
Special Education	Dual Cert (General & Special Education)	39	31	+8	36	26	+10
	Early Childhood Special Education	34	25	+9	19	31	-12
	Mild/Moderate Disabilities Special Ed.	25	24	+1	21	18	+3
	Multi-categorical Special Education	22	20	+2	23	29	-6
	Severe/Profound Disabilities Special Ed.	14	14	-	13	11	+2
	Learning Disability Special Education	13	9	+4	31	19	+12
	Cognitive Disabilities Special Education	8	6	+2	16	14	+2
	Emotion/Behavioral Disorders Special Ed.	8	5	+3	25	18	+7
	Hearing Impaired Special Education	8	5	+3	5	6	-1
	Visually Impaired Special Education	5	3	+2	0	4	-4

Perceived Demand & Institutions Offering

High-Low (H-L) <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	High-Medium (H-M) <i>Supply exceeds Demand</i> <i>High Supply & Medium Demand</i>	High-High (H-H) <i>Alignment</i> <i>High Supply & High Demand</i>
Medium-Low (M-L) <i>Supply exceeds Demand</i> <i>Medium Supply & Low Demand</i>	Medium-Medium (M-M) <i>Alignment</i> <i>Medium Supply & Medium Demand</i>	Medium-High (M-H) <i>Demand exceeds Supply</i> <i>Medium Supply & High Demand</i>
Low-Low (L-L) <i>Alignment</i> <i>Low Supply & Low Demand</i>	Low-Medium (L-M) <i>Demand exceeds Supply</i> <i>Low Supply and Medium Demand</i>	Low-High (L-H) <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>

		2017	2016	2015	2014	2013	2012
Educational Fields	Agriculture Education	L-H	L-H	L-H	L-H	L-M	L-M
	Art/Visual Education	M-M	M-L	M-L	M-L	M-L	M-L
	Bilingual Education/Multicultural	L-H	M-H	M-H	M-H	M-H	M-H
	Business Education	M-M	M-M	M-L	M-M	M-M	M-M
	Computer Science Education	L-H	L-H	L-M	L-M	L-H	M-M
	Dance Education	L-M	L-L	L-L	L-L	L-L	L-L
	English/Language Arts Education	H-M	H-L	H-L	H-M	H-L	H-L
	Family and Consumer Science	L-H	L-H	L-M	L-H	M-M	M-M
	Health Education	M-M	M-L	M-L	M-L	M-L	M-L
	Journalism Education	L-M	L-M	L-L	L-M	L-L	L-L
	Music Education	M-M	M-L	M-L	H-M	M-H	M-M
	Physical Education	M-L	M-L	M-L	M-L	M-L	M-L
	Reading Specialist/Interventionist	M-H	M-H	M-M	M-H	M-H	M-M
	Social Studies Education	H-L	H-L	H-L	H-L	H-L	H-L
	Speech Education	L-H	L-H	L-M	M-M	M-M	M-M
	Technology Education	M-H	L-H	M-H	L-H	M-H	M-M
	Theatre/Drama Education	M-M	M-L	M-L	M-L	M-L	M-L
Languages	Chinese	L-H	L-H	M-H	L-M	L-H	L-H
	Classical	L-M	L-M	L-M	L-M	M-H	L-M
	ESL/ELL (English Language Learner)	M-H	M-H	M-H	M-H	M-H	M-H
	French	M-M	M-M	M-M	M-M	M-M	M-M
	German	M-M	M-M	M-M	M-M	M-M	M-M
	Japanese	L-M	L-H	L-M	L-M	L-H	L-H
	Other Languages	L-M	L-H	L-H	L-M	L-M	L-M
	Spanish	M-H	H-M	H-H	H-H	H-H	H-H
Math & Science Education	Biology	H-H	H-M	H-H	H-H	H-H	H-H
	Chemistry	H-H	H-H	H-H	H-H	H-H	H-H
	Earth/Physical Science	M-H	H-H	M-H	M-H	M-H	M-H
	General Math and Science	M-H	M-H	M-H	M-H	M-M	M-H
	Math	H-H	M-H	H-H	H-H	H-H	H-H
	Physics	M-H	M-H	M-H	M-H	M-H	M-H

		2017	2016	2015	2014	2013	2012
Support Services	Audiology	L-H	L-H	L-H	L-H	L-H	L-H
	Counseling	M-M	M-M	M-M	M-M	M-M	M-M
	Gifted/Talented Education	L-H	L-H	L-M	L-M	L-M	M-M
	Library Science/Media Technology	L-M	L-M	L-M	L-M	L-M	M-M
	Occupational Therapy	L-H	L-H	L-H	L-H	L-H	L-M
	Physical Therapy	L-H	L-H	L-H	L-H	L-H	L-H
	Reading Diagnostician	L-H	L-H	L-H	L-H	L-H	M-H
	School Nursing	L-H	L-H	L-H	L-H	L-M	L-M
	School Psychology	M-H	M-H	M-M	M-H	M-M	M-M
	School Social Work	L-M	L-M	L-M	L-M	L-M	M-M
	Speech Pathology	M-H	L-H	M-H	M-H	M-H	M-H
Elem./ Middle	Intermediate Education	M-M	M-L	M-L	M-L	H-L	H-L
	Kindergarten/Primary Education	H-M	H-L	H-L	H-L	H-L	H-L
	Middle School Education	M-M	M-L	H-M	H-M	H-M	H-L
	Pre-K Education	M-M	M-M	M-L	M-L	M-L	H-L
Adm.	Elementary Principal	M-H	M-M	M-M	M-M	M-M	M-M
	High School Principal	M-H	M-M	M-M	M-M	M-M	M-M
	Middle School Principal	M-H	M-M	M-M	M-M	M-M	M-M
Special Education	Cognitive Disabilities Special Ed.	L-H	L-H	L-H	L-H	L-H	M-H
	Dual Cert (General & Special Ed.)	M-H	M-H	M-H	M-H	M-H	M-H
	Early Childhood Special Education	M-H	M-H	M-M	M-H	M-H	M-H
	Emotion/Behavioral Disorders Sp. Ed	L-H	L-H	L-H	L-H	M-H	M-H
	Hearing Impaired Special Education	L-H	L-H	L-H	L-H	L-H	L-H
	Learning Disability Special Education	L-H	L-H	L-H	M-H	M-H	M-H
	Mild/Moderate Disabilities Sp. Ed.	M-H	M-H	M-H	M-H	M-H	M-H
	Multi-categorical Special Education	M-H	L-H	M-H	M-H	M-H	M-H
	Severe/Profound Disabilities Sp. Ed.	L-H	L-H	L-H	L-H	M-H	M-H
	Visually Impaired Special Education	L-H	L-H	L-H	L-H	L-H	L-H

	2017	2016	2015
Low-High <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>	Bilingual Education/Multicultural Computer Science Education Agriculture Education Family and Consumer Science Speech Education Chinese Reading Diagnostician Audiology Gifted/Talented Education Occupational Therapy School Nursing Physical Therapy Sever/Profound Disabilities Special Ed. Learning Disability Special Ed. Visually Impaired Special Ed. Emotion/Behavioral Disorders Special Ed. Cognitive Disabilities Special Ed. Hearing Impaired Special Ed.	Agriculture Education Audiology Chinese Cognitive Disabilities Special Ed. Computer Science Education Emotion/Behavioral Disorders Sp. Ed Family and Consumer Science Gifted/Talented Education Hearing Impaired Special Education Japanese Learning Disability Special Education Multi-categorical Special Education Occupational Therapy Other Languages Physical Therapy Reading Diagnostician School Nursing Severe/Profound Disabilities Sp. Ed. Speech Education Speech Pathology Technology Education Visually Impaired Special Education	Emotion/Behavioral Disorders Special Cognitive Disabilities Special Ed. Severe/Profound Disabilities Special Learning Disabilities Special Education Visually Impaired Special Education Audiology Other Languages Agriculture Education Hearing Impaired Special Education Occupational Therapy Physical Therapy Reading Diagnostician School Nursing
High-Low <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	Social Studies Education	English/Language Arts Education Kindergarten/Primary Education Social Studies Education	Social Studies Education Kindergarten/Primary Education English/Language Arts Education

Perceived Supply & Demand

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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COLLEGES AND UNIVERSITIES				
		2016-2017	2015-2016	Change
Educational Fields	Bilingual Education/Multicultural	4.47	4.45	+0.02
	Agriculture Education	3.85	4.00	-0.15
	Computer Science Education	3.88	3.75	+0.13
	Family and Consumer Science	3.84	3.72	+0.12
	Technology Education	4.04	3.65	+0.39
	Reading Specialist/Interventionist	3.58	3.54	+0.04
	Speech Education	3.72	3.52	+0.20
	Journalism Education	3.25	3.19	+0.06
	Business Education	2.98	3.16	-0.18
	Music Education	2.81	2.93	-0.12
	Art/Visual Education	2.86	2.87	-0.01
	English/Language Arts Education	3.02	2.84	+0.18
	Dance Education	2.78	2.82	-0.04
	Theatre/Drama Education	2.98	2.76	+0.22
	Health Education	2.81	2.53	+0.28
	Physical Education	2.51	2.43	+0.08
	Social Studies Education	2.51	2.34	+0.17
Languages	ESL/ELL (English Language Learner)	4.27	4.09	+0.18
	Spanish	3.79	3.96	-0.17
	Chinese	3.73	3.82	-0.09
	Japanese	3.11	3.50	-0.39
	Other Languages	3.38	3.40	-0.02
	German	3.25	3.30	-0.05
	French	3.06	3.26	-0.20
	Classical	2.80	3.00	-0.20
Math & Science Education	Physics	4.41	4.46	-0.05
	Chemistry	4.36	4.38	-0.02
	Math	4.33	4.34	-0.01
	General Science	4.00	4.10	-0.10
	Earth/Physical Science	3.92	4.08	-0.16
	Biology	3.94	4.07	-0.13

Considerable shortage (4.21 – 5.00)	Some shortage (3.41 – 4.20)	Balanced (2.61 – 3.40)	Some surplus (1.81 – 2.60)	Considerable surplus (1.00 – 1.80)
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		2016-2017	2015-2016	Change
Support Services	Speech Pathology	3.88	4.00	-0.12
	Occupational Therapy	3.64	3.91	-0.27
	Physical Therapy	3.53	3.87	-0.34
	Reading Diagnostician	4.10	3.87	0.23
	Gifted/Talented Education	3.73	3.69	0.04
	Audiology	4.08	3.54	0.54
	School Nursing	3.61	3.53	0.08
	School Psychology	3.55	3.53	0.02
	School Social Work	2.95	3.42	-0.47
	Counseling	3.18	3.33	-0.15
	Library Science/Media Technology	3.33	3.17	0.16
Elem./ Middle	Middle School Education	3.36	3.38	-0.02
	Pre-K Education	3.04	2.81	+0.23
	Intermediate Education	2.99	2.80	+0.19
	Kindergarten/Primary Education	2.75	2.70	+0.05
Adm.	Middle School Principal	3.55	3.29	+0.26
	High School Principal	3.52	3.25	+0.27
	Elementary Principal	3.45	3.20	+0.25
Special Education	Emotion/Behavioral Disorders Sp. Ed	4.07	4.75	-0.68
	Visually Impaired Special Education	4.22	4.60	-0.38
	Severe/Profound Disabilities Sp. Ed.	4.64	4.59	+0.05
	Cognitive Disabilities Special Ed.	3.93	4.50	-0.57
	Mild/Moderate Disabilities Sp. Ed.	4.24	4.50	-0.26
	Learning Disability Special Education	4.36	4.43	-0.07
	Multi-categorical Special Education	4.15	4.22	-0.07
	Dual Cert (General & Special Ed.)	4.06	3.85	+0.21
	Hearing Impaired Special Education	3.73	3.75	-0.02
	Early Childhood Special Education	3.92	3.74	+0.18

School Districts

TEACHER PREPARATION	2016-2017	2015-2016	Change
Traditional preparation	85%	88%	-3.0%
Non-traditional preparation	12%	10%	2.0%
Emergency hires	3%	2%	1.0%
TEACHER MAKEUP	2016-2017	2015-2016	Change
Full-time positions	1361	1138	+223
Current full-time teachers	15	12	+3
Expect to lose	105	81	+24
Replacement hires	135	99	+36
New position hires	28	25	+3
Net change in teachers	+58	+43	+15

HIRING CHALLENGES			
Decreases in funding your districts receives	2016-2017	2015-2016	Change
Big challenge	46.3%	55.9%	-9.6%
Moderate challenge	33.5%	39.6%	-6.1%
Small challenge	12.3%	6.4%	+5.9%
Not a challenge	7.9%	7.0%	+0.9%
Mean (3=Big Challenge; 0=Not a challenge)	2.18	2.36	-0.18
Having enough candidates for open positions	2016-2017	2014-2015	Change
Big challenge	68.6%	55.8%	12.8%
Moderate challenge	23.5%	31.9%	-8.4%
Small challenge	5.3%	8.7%	-3.4%
Not a challenge	2.7%	3.6%	-0.9%
Mean (3=Big Challenge; 0=Not a challenge)	2.58	2.40	+0.18

Perceived Demand & Institutions Offering

High-Low (H-L) <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	High-Medium (H-M) <i>Supply exceeds Demand</i> <i>High Supply & Medium Demand</i>	High-High (H-H) <i>Alignment</i> <i>High Supply & High Demand</i>
Medium-Low (M-L) <i>Supply exceeds Demand</i> <i>Medium Supply & Low Demand</i>	Medium-Medium (M-M) <i>Alignment</i> <i>Medium Supply & Medium Demand</i>	Medium-High (M-H) <i>Demand exceeds Supply</i> <i>Medium Supply & High Demand</i>
Low-Low (L-L) <i>Alignment</i> <i>Low Supply & Low Demand</i>	Low-Medium (L-M) <i>Demand exceeds Supply</i> <i>Low Supply and Medium Demand</i>	Low-High (L-H) <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>

		2017	2016	2015	2014
Educational Fields	Agriculture Education	L-H	L-H	L-H	L-H
	Art/Visual Education	M-M	M-M	M-M	M-M
	Bilingual Education/Multicultural	L-H	M-H	M-H	M-H
	Business Education	M-M	M-M	M-M	M-M
	Computer Science Education	L-H	L-H	L-H	L-M
	Dance Education	L-M	L-M	L-M	L-M
	English/Language Arts Education	H-M	H-M	H-M	H-M
	Family and Consumer Science	L-H	L-H	L-H	L-M
	Health Education	M-M	M-L	M-M	M-L
	Journalism Education	L-M	L-M	L-M	L-M
	Music Education	M-M	M-M	M-M	H-M
	Physical Education	M-L	M-L	M-L	M-L
	Reading Specialist/Interventionist	M-H	M-H	M-M	M-M
	Social Studies Education	H-L	H-L	H-L	H-L
	Speech Education	L-H	L-H	L-H	M-H
	Technology Education	M-H	L-H	M-H	L-H
	Theatre/Drama Education	M-M	M-M	M-M	M-M
Languages	Chinese	L-H	L-H	M-H	L-H
	Classical	L-H	L-H	L-H	L-H
	ESL/ELL (English Language Learner)	M-H	M-H	M-H	M-H
	French	M-H	M-H	M-H	M-H
	German	M-H	M-H	M-H	M-H
	Japanese	L-H	L-H	L-H	L-H
	Other Languages	L-H	L-H	L-H	L-H
	Spanish	M-H	H-H	H-H	H-H
Math & Science Education	Biology	H-H	H-H	H-H	H-H
	Chemistry	H-H	H-H	H-H	H-H
	Earth/Physical Science	M-H	M-H	M-H	M-H
	General Math and Science	M-H	M-H	M-H	M-H
	Math	H-H	M-H	H-H	H-H
	Physics	M-H	M-H	M-H	M-H

Support Services	Audiology	L-H	L-H	L-H	L-H
	Counseling	M-M	M-M	M-M	M-M
	Gifted/Talented Education	L-H	L-H	L-H	L-H
	Library Science/Media Technology	L-M	L-H	L-H	L-M
	Occupational Therapy	L-H	L-H	L-H	L-H
	Physical Therapy	L-H	L-H	L-H	L-H
	Reading Diagnostician	L-H	L-H	L-H	L-H
	School Nursing	L-H	L-H	L-H	L-H
	School Psychology	M-H	M-H	M-H	M-H
	School Social Work	L-M	L-H	L-H	L-M
	Speech Pathology	M-H	L-H	M-H	M-H
Elem./Middle	Intermediate Education	MPM	M-M	M-M	M-L
	Kindergarten/Primary Education	H-M	H-L	H-L	H-L
	Middle School Education	M-M	M-M	H-M	H-M
	Pre-K Education	M-M	M-M	M-M	M-L
Adm.	Elementary Principal	M-M	M-M	M-M	M-M
	High School Principal	M-M	M-H	M-H	M-M
	Middle School Principal	M-M	M-M	M-H	M-M
Special Education	Cognitive Disabilities Special Ed.	L-H	L-H	L-H	L-H
	Dual Cert (General & Special Ed.)	M-H	M-H	M-H	M-H
	Early Childhood Special Education	M-H	M-H	M-H	M-H
	Emotion/Behavioral Disorders Sp. Ed	L-H	L-H	L-H	L-H
	Hearing Impaired Special Education	L-H	L-H	L-H	L-H
	Learning Disability Special Education	L-H	L-H	L-H	M-H
	Mild/Moderate Disabilities Sp. Ed.	M-H	M-H	M-H	M-H
	Multi-categorical Special Education	M-H	L-H	M-H	M-H
	Severe/Profound Disabilities Sp. Ed.	L-H	L-H	L-H	L-H
	Visually Impaired Special Education	L-H	L-H	L-H	L-H

	2017	2016	2015
Low-High <i>Demand exceeds Supply</i> <i>Low Supply & High Demand</i>	Bilingual Education/Multicultural Computer Science Education Agriculture Education Family and Consumer Science Speech Education Chinese Reading Diagnostician Audiology Gifted/Talented Education Occupational Therapy School Nursing Physical Therapy Sever/Profound Disabilities Special Ed. Learning Disability Special Ed. Visually Impaired Special Ed. Emotion/Behavioral Disorders Special Ed. Cognitive Disabilities Special Ed. Hearing Impaired Special Ed. Other Languages Japanese Classical (Greek, Latin)	Agriculture Education Audiology Chinese Classical Cognitive Disabilities Special Ed. Computer Science Education Emotion/Behavioral Disorders Sp. Ed Family and Consumer Science Gifted/Talented Education Hearing Impaired Special Education Japanese Learning Disability Special Education Library Science/Media Technology Multi-categorical Special Education Occupational Therapy Other Languages Physical Therapy Reading Diagnostician School Nursing School Social Work Severe/Profound Disabilities Sp. Ed. Speech Education Speech Pathology Technology Education Visually Impaired Special Education	Computer Science Education Family and Consumer Science Gifted and Talented Education School Social Work Japanese Speech Education Library Science/Media Technology Classical Emotion/Behavioral Disorders Special Cognitive Disabilities Special Ed. Severe/Profound Disabilities Special Learning Disabilities Special Education Visually Impaired Special Education Audiology Other Languages Agriculture Education Hearing Impaired Special Education Occupational Therapy Physical Therapy Reading Diagnostician School Nursing
High-Low <i>Supply exceeds Demand</i> <i>High Supply & Low Demand</i>	Social Studies Education	Kindergarten/Primary Education Social Studies Education	Social Studies Education Kindergarten/Primary Education

Perceived Supply & Demand

		2016-17	2015-16	Change
Educational Fields	Bilingual Education/Multicultural	4.31	4.28	+0.03
	Speech Education	4.20	4.12	+0.08
	Agriculture Education	3.95	3.95	-
	Technology Education	3.87	3.72	+0.15
	Family and Consumer Science	3.80	3.71	+0.09
	Computer Science Education	3.80	3.59	+0.21
	Reading Specialist/Interventionist	3.60	3.55	+0.05
	Dance Education	3.23	3.25	-0.02
	Theatre/Drama Education	3.34	3.23	+0.11
	Business Education	3.35	3.22	+0.13
	Music Education	3.24	3.20	+0.04
	Journalism Education	3.25	3.18	+0.07
	Art/Visual Education	3.21	3.11	+0.10
	English/Language Arts Education	3.26	3.03	+0.23
	Health Education	2.77	2.75	+0.02
	Physical Education	2.44	2.31	+0.13
	Social Studies Education	2.29	2.29	-
Languages	Chinese	4.49	4.47	+0.02
	Classical	4.49	4.34	+0.15
	Japanese	4.37	4.33	+0.04
	Other Languages	4.10	4.15	-0.05
	German	4.06	4.05	+0.01
	ESL/ELL (English Language Learner)	4.07	4.04	+0.03
	French	4.01	3.95	+0.06
	Spanish	4.01	3.84	+0.17
Math & Science Education	Physics	4.59	4.52	+0.07
	Chemistry	4.47	4.39	+0.08
	Math	4.49	4.38	+0.11
	General Math and Science	4.25	4.08	+0.17
	Biology	4.14	4.01	+0.13
	Earth/Physical Science	4.18	3.99	+0.19

		2016-17	2015-16	Change
Support Services	Speech Pathology	4.44	4.34	+0.10
	Audiology	4.20	4.27	-0.07
	Occupational Therapy	4.11	4.15	-0.04
	Physical Therapy	4.09	4.11	-0.02
	School Nursing	4.07	3.96	+0.11
	School Psychology	4.04	3.96	+0.08
	Reading Diagnostician	3.78	3.80	-0.02
	School Social Work	3.52	3.53	-0.01
	Library Science/Media Technology	3.66	3.52	+0.14
	Gifted/Talented Education	3.49	3.51	-0.02
	Counseling	3.26	3.26	-
Elem./ Middle	Middle School Education	3.67	3.48	+0.19
	Pre-K Education	3.28	3.12	+0.16
	Intermediate Education	3.18	3.05	+0.13
	Kindergarten/Primary Education	2.92	2.81	+0.11
Adm.	High School Principal	3.54	3.57	-0.03
	Middle School Principal	3.35	3.37	-0.02
	Elementary Principal	3.16	3.19	-0.03
Special Education	Severe/Profound Disabilities Special Ed.	4.61	4.57	+0.04
	Emotion/Behavioral Disorders Special Ed.	4.58	4.54	+0.04
	Visually Impaired Special Education	4.60	4.50	+0.10
	Hearing Impaired Special Education	4.60	4.47	+0.13
	Multi-categorical Special Education	4.52	4.39	+0.13
	Dual Cert (General & Special Education)	4.34	4.35	-0.01
	Cognitive Disabilities Special Education	4.41	4.32	+0.09
	Mild/Moderate Disabilities Special Ed.	4.35	4.27	+0.08
	Early Childhood Special Education	4.33	4.20	+0.13
	Learning Disability Special Education	4.31	4.20	+0.11

Appendix: Demographic Characteristics of Respondents

SCHOOL DISTRICTS		
Size (number of students)	N	%
2,500 or fewer	64	28.3%
2,501 to 5,000	38	16.8%
5,001 to 10,000	31	13.7%
10,001 to 20,000	34	15.0%
More than 20,000	59	26.1%
Total	226	100.0%
Urban Status	N	%
Urban	61	26.9%
Suburban	95	41.9%
Rural	71	31.3%
Total	227	100.0%

COLLEGES AND UNIVERSITIES		
Size (Education students)	N	%
Less than 100	35	19.7%
100 to 199	33	18.5%
200 to 299	19	10.7%
300 to 499	28	15.7%
500 or more	63	35.4%
Total	178	100.0%

Code	Region	Colleges/ Universities	School Districts
1	Northwest	8	14
2	West	11	59
3	Rocky Mountain	7	12
4	Great Plains/Midwest	26	13
5	South Central	18	13
6	Southeast	29	48
7	Great Lakes	35	22
8	Middle Atlantic	50	44
9	Northeast	5	2
10	Alaska	1	3



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