



Methodologies used by Midwest Region states for studying teacher supply and demand



NATIONAL CENTER FOR
EDUCATION EVALUATION
AND **REGIONAL ASSISTANCE**

Institute of Education Sciences
U.S. Department of Education



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Summary

September 2009

Prepared by

**James J. Lindsay, Ph.D.
Learning Point Associates**

**Yinmei Wan, Ph.D.
Learning Point Associates**

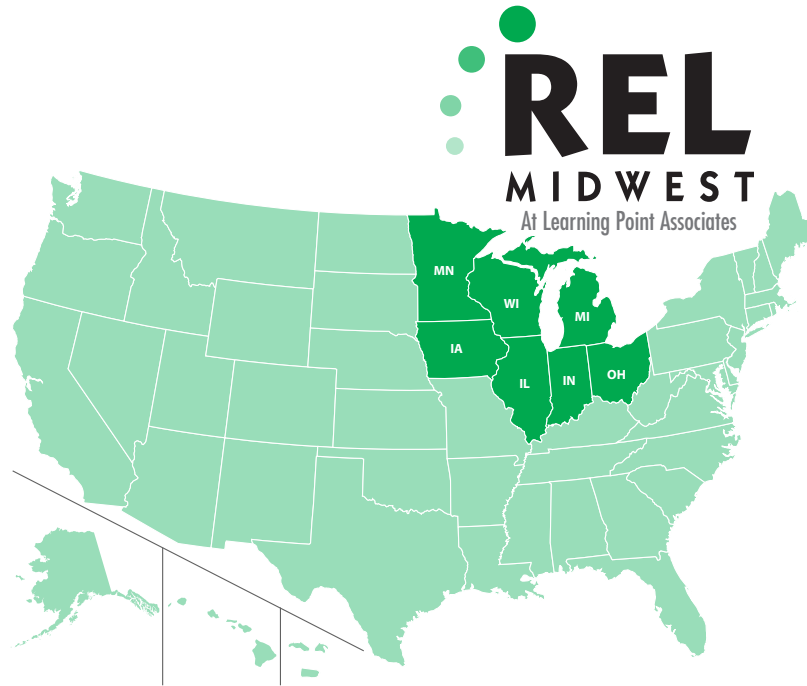
**Will Gossin-Wilson
Learning Point Associates**



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This report describes how state education agencies in the Midwest Region monitor teacher supply, demand, and shortage; details why they monitor these data; and offers estimates of the monetary costs incurred in performing such studies.

This study responds to a request from state education agencies in the Midwest Region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) to learn more about teacher supply and demand studies conducted in neighboring states.

The study aimed to answer the following research questions:

- What motivates states to assess teacher supply and demand? Are teacher workforce monitoring, projection, and reporting required by state law or code?
- What methodologies do Midwest Region states employ to monitor teacher supply and demand?
- What are the costs of various state approaches?

To address these questions, the study reviewed 27 teacher supply and demand reports produced by and for the Midwest Region states

since 2000. Additional information came from interviews with state education agency staff or contractors responsible for producing the reports. A systematic literature review informed the research, helping to define the components of teacher supply and demand. The study findings are framed around those components.

The study found that state education agencies conduct teacher supply and demand studies to comply with federal laws and regulations, including provisions of part B of the Individuals with Disabilities Education Act, federal regulations on loan deferment or forgiveness programs and scholarships, and Title II requirements of the Higher Education Act. Four of the seven Midwest Region states also conduct teacher supply and demand studies to comply with state statutes. The data sources used and the number of data elements analyzed indicate that at least three states go beyond compliance with federal laws or rules. These states gather information from multiple sources to cross-validate their data and to obtain richer types of data to aid policymakers in ensuring adequate staffing. While several states project student enrollment or teacher retirements, only two states produce a forecast of teacher demand.

Midwest Region states' approaches to studying teacher supply and demand vary in complexity

and cost. In a tradeoff between information and cost, more comprehensive studies cost more and produce richer data and more policy-relevant analyses. Respondents reveal that, when determining approaches, states weigh the costs of conducting these studies against the benefits of having detailed information. Two states rely mostly on a single indicator of teacher shortage. Other states use multimethod approaches that combine analyses of state databases with results from surveys of local education agency personnel, representatives of institutions of higher education, and completers of teacher education programs. Although most states have conducted their supply and demand studies since 2000 using the same indicators

and analytic methodologies, some states have scaled back their supply and demand studies considerably because of budgetary constraints.

The estimated costs to states of conducting these studies vary considerably, from approximately \$10 to \$35,000. Studies conducted to obtain only the information required by federal laws or rules and state statutes and rules with the same requirements as the federal reporting were estimated by the study and by state education agency staff to cost less than \$4,000. More comprehensive teacher supply and demand studies cost \$25,000–\$35,000.

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