

A Status Report on WELS Teacher  
Continuing Education

WELS Early Childhood,  
Elementary, and High  
School Teacher  
Continuing Education

**August 2014**

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**Martin Luther College  
Office of Graduate Studies and Continuing Education**

**WELS Early Childhood, Elementary (K-8), and High School Teacher  
Continuing Education Status Report**

**Background**

The topic of continuing education for called workers (pastors, teachers, staff ministers) in the Wisconsin Evangelical Lutheran Synod (WELS) has received considerable attention in recent years. The focus of this report is called teachers. As WELS schools continue their steady enrollment decline, there is a sense that professional development for WELS teachers lies at the heart of efforts to turn the trend around. This sense is confirmed by recent research as shared by Learning Forward (2012), an organization dedicated to the research and development of improved teacher professional learning.

*In study after study of schools or school systems that have made substantive improvements, professional learning emerges as one of several core factors contributing to success (Bryk, Sebring, & Allensworth, 2010; Silva, 2008; Charles A. Dana Center, 2009). 'The quality of an education system,' state Sir Michael Barber and Mona Mourshed, 'cannot exceed the quality of its teachers' (2007, p. 16). Without continuous learning of those who work in them, systems cannot learn and improve. (p. 6-7)*

As an organization, the WELS has identified WELS teacher continuing education as a priority. The following are just some of the evidences of this increased attention.

- Under the heading of *Pursuing Excellence*, the 2009 Biennial WELS Convention adopted resolutions calling for all called workers to engage in lifelong continuing education, and for Martin Luther College and Wisconsin Lutheran Seminary to increase the number and variety of options for called workers. Additionally, the Continuing Education for Called Workers (CECW) committee was re-established to promote the synod's continuing education resolutions.
- The 2011 Biennial WELS Convention authorized (1) that a system of Ministry Development Plans be created to guide teacher continuing education, and (2) that a system of new teacher induction be established to guide the initial growth of beginning teachers. The convention also adopted a Long-Term Plan (2011Proceedings, p. 55) that included the following (as found in 2011 BORAM, pp. 59 - 63):
  - *Have in place for all ministerial education schools self-supporting continuing education courses in a wide variety of formats for called workers p. 60*
  - *MLC expands its efforts in the training of principals, early childhood directors, and early childhood workers p. 62*
  - *The ministerial education schools expand their efforts in continuing education of called workers p. 62*
  - *[Congregations & Districts] work with WLS, MLC, and the CMSG to foster spiritual, personal, and professional growth for all called workers through flexible programs of continuing education and mentoring, to enable the called workers better to equip, empower, and encourage lay members in their vocations and in volunteer service for their congregations. p. 63*
  - *[SC & COP] will continue to work together to make the most of opportunities the Lord is placing before us . . . emphasizing continuing education for all called workers. p. 63*
- The 2013 Biennial WELS Convention adopted additional resolutions intended to support WELS teacher continuing education including that congregations/schools provide at least \$1,000 of annually per called worker for continuing education financial support.

## WELS EC-12 Teacher Survey - 2014

In addition to the above, Martin Luther College has begun publishing an e-newsletter—*Pursuing Excellence*—four times each year informing called workers about WELS continuing education developments. As Martin Luther College director of graduate studies and continuing education, I have visited and made a whole group presentation at each district teachers’ conference in the past year. Both Prof. Jonathan Schaefer and I have made and are scheduled to make sectionals and keynotes on the topic of new teacher induction and continuing education.

It seems appropriate that before the next Biennial WELS Convention (2015) that a measurement of WELS teacher continuing education be taken to determine what, if any, impact the increased time, attention, and resources expended in recent years have had. A status report now also enables the CECW to consider the effect their past and present efforts have had and set future direction and strategies.

Finally, data from a 2012 synod-wide teacher continuing education study conducted by Martin Luther College (MLC) contains some survey results that can serve as a comparative baseline. Though the nature of the survey was different, three questions in the present survey were intentionally repeated to determine if perception and practice may have changed. The comparative information regards amount of school/congregation financial support for continuing education, preferred time of year for continuing education, and preferred formats for continuing education.

### 2014 WELS EC-12 Teacher Survey

#### Participants

The WELS early childhood through grade 12 (EC-12) teacher survey was distributed to 2,946 teachers in the Martin Luther College (MLC) database. These teachers were identified by MLC’s Network Services as belonging to the audience of EC-12 teachers. A similar procedure used in 2012 to provide a list of WELS K-12 teachers resulted in numerous WELS college professors responding, skewing the data. Therefore, a demographic item in this survey asked participants to identify the level at which they teach. In the 2014 survey 78 college professors identified themselves, and their responses were eliminated from the data.

#### Procedures

The 2014 WELS EC-12 teacher survey consisted of 14 items. Ten items collected categorical information with one involving a rating, and four collected demographic data to determine representativeness of the sample and cross-tabulate responses. Some items allowed respondents to select all categories that applied, while others were forced choice. Some “other” responses were permitted on three items, but few respondents (less than 6%) utilized this feature.

**How the survey was conducted.** The survey was delivered as a web-based survey using Survey Monkey. It was open from July 28, 2014 to August 8, 2014. The first notification was sent on July 18 to 2,946 email addresses that were identified as EC-12 WELS teachers by the Martin Luther College Network Services. The email invitation contained a link to take readers directly to the survey. Two follow-up reminders were sent on August 1 and August 6.

**Response rate.** The response rate information is summarized as follows:

Total count:	2,946
Undeliverable emails:	60
Responses:	1,494 (17 partial/1477 complete)
Response Rate:	51.8%
Opted Out:	22
Nonresponses:	1,453

WELS EC-12 Teacher Survey - 2014

A response rate of 51.8% is excellent for a web-based survey. Studies demonstrate that average response rates for web-based surveys fall in a range between 34 – 39% (Cook, Heath, & Thompson, 2000; Scheehan, 2001). Sheehan (2001) demonstrated that since e-mail surveys were first introduced, the response rate has been steadily declining due to a number of sociological factors associated with modern society and proliferation of web-based advertising.

**Demographics:** Usable data for analysis and reporting came from 1,399 respondents who identified themselves as early childhood, elementary (K-8), and high school teachers. The data from 78 respondents who identified themselves as college teachers was set aside and not used in this study. The qualified respondents reported the following information about themselves:

Early Childhood:	218	Female: 216	Male: 2	
Elementary (K-8):	895	Female: 550	Male: 343	Not identified: 2
High School:	286	Female: 91	Male: 194	Not identified: 1

The respondents represent a cross-section of WELS teachers that is comparable to the actual population (see figures 1 & 2) in regards to the districts in which they serve. The proportion of K-12 male teachers who took the survey (46%) is significantly higher ( $\chi^2(1, N=1,178) = 5.5, p=.019$ ) than K-12 male teachers in the WELS population (41%), but gender did not account for any response differences except in level of continuing education financial support.

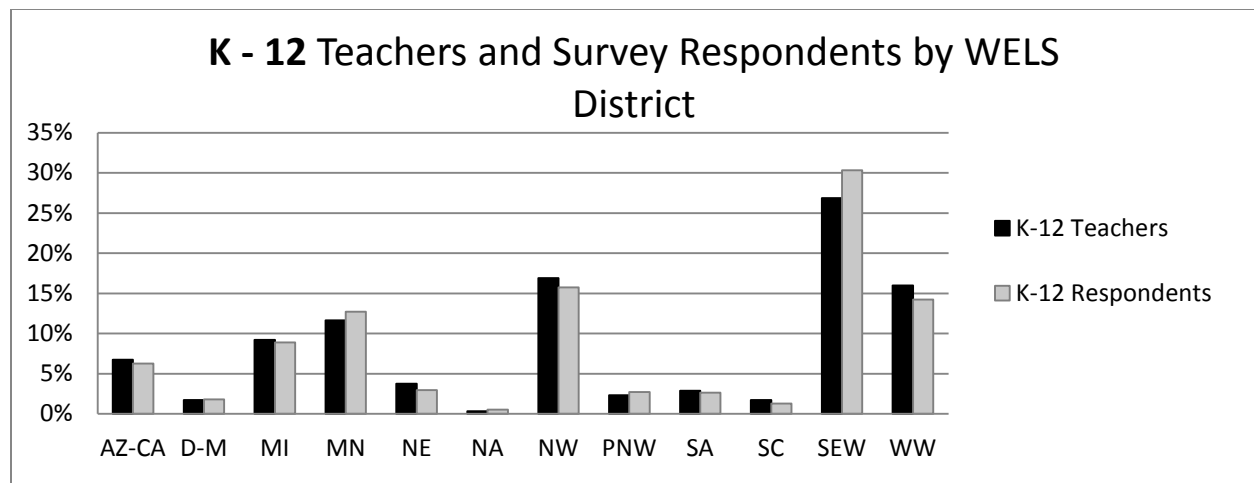


Figure 1: Percentages of WELS K-12 teachers and survey respondents by district

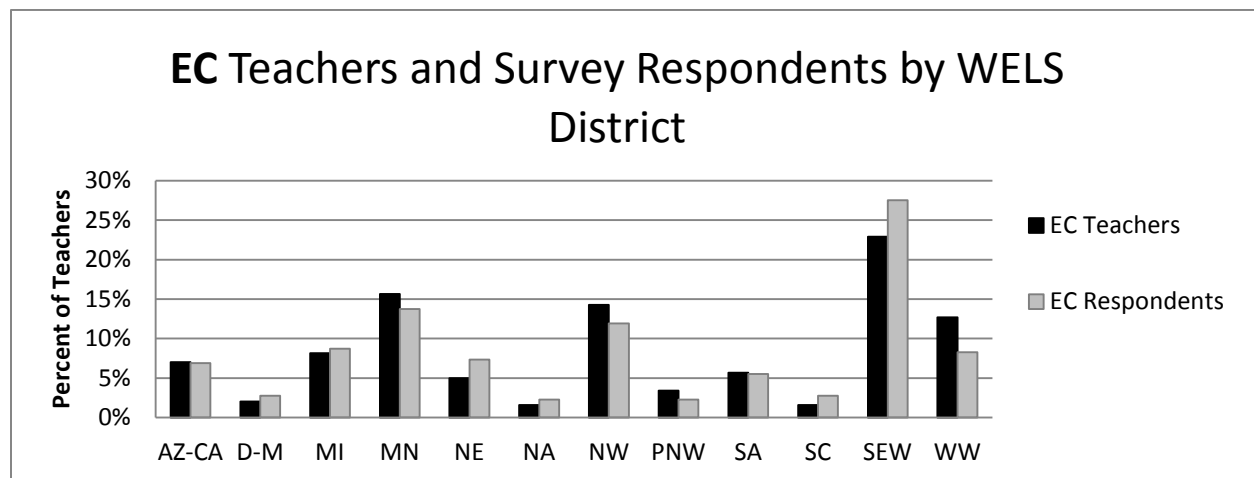


Figure 2: Percentages of WELS Early Childhood teachers and survey respondents by district

### Limitations

The survey is limited to only those who responded. While the respondents show similarities to the population, measures were not taken to ensure that the sample is representative of the overall population of WELS teachers. Additionally, it is possible that those who respond to web-surveys by email invitation only may have different characteristics than the population of all WELS teachers, even though web surveys have been shown to “produce higher quality data” (Shin, Johnson, & Rao, 2012, p. 222).

### Analysis Methods

The analysis relied on simple descriptive methods. The relative importance of the responses for each categorical response was calculated by the percentage of times that response was selected compared to the others in the item. The average rating was calculated for one item (question 7) that required a rating on a scale of 1 (low) to 5 (high).

Demographic information was used for cross-tabulations (pp. in the appendix) to discern how responses might differ according to respondent characteristics such as gender, age, type of teaching setting (early childhood, elementary, high school), and level of school continuing education financial support. The decade in which respondents said they graduated was used as a proxy for age.

Chi square analysis was used on a few items to test for significance. However, many of the items of interest contained overlapping counts since respondents were often allowed to select multiple answers. Chi square analysis is only valid when overlap does not occur.

### Survey Analysis by Question

**Question 1: Which of the following continuing education (CE) opportunities did you use in the past year (12 months)? Mark all that apply.** The most commonly used avenue for professional development is participation in a local/district teachers’ conference (84%). The second most commonly used professional development is a school inservice (75%). Over half of the respondents read professional books (62%) or journals (60%), and almost half (48%) read a professional blog. About one-third of the teachers report taking a course for credit (35%), but only 15% are working on a certificate or graduate degree.

These reports are similar to a national teacher survey which reported 91.5% participation in workshops, conferences, or training sessions and 35.5% participation in courses for credit (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). However, the reports vary from the percentage of WELS teachers who reported in a 2012 MLC survey that 73.5% would probably or definitely take a course for credit and 35% participate in a master’s degree program ([see page 13](#)).

WELS teachers reported very similar patterns of participation across gender, age, and levels of school continuing education financial support with the following exceptions:

- Those who graduated from college in the 1960’s were unlikely to take a course or seek a degree (see [table 1e](#), p. 58).
- Those who reported their schools provide no financial support for continuing education had lower participation in all types of continuing education except reading a blog article (see figure 3, p. 5).
- Those who reported receiving \$1,000 or more annually for continuing education report higher participation in *all* types of continuing education except workshops, and are twice as likely as most to participate in courses or a degree program (see figure 3, p. 5).



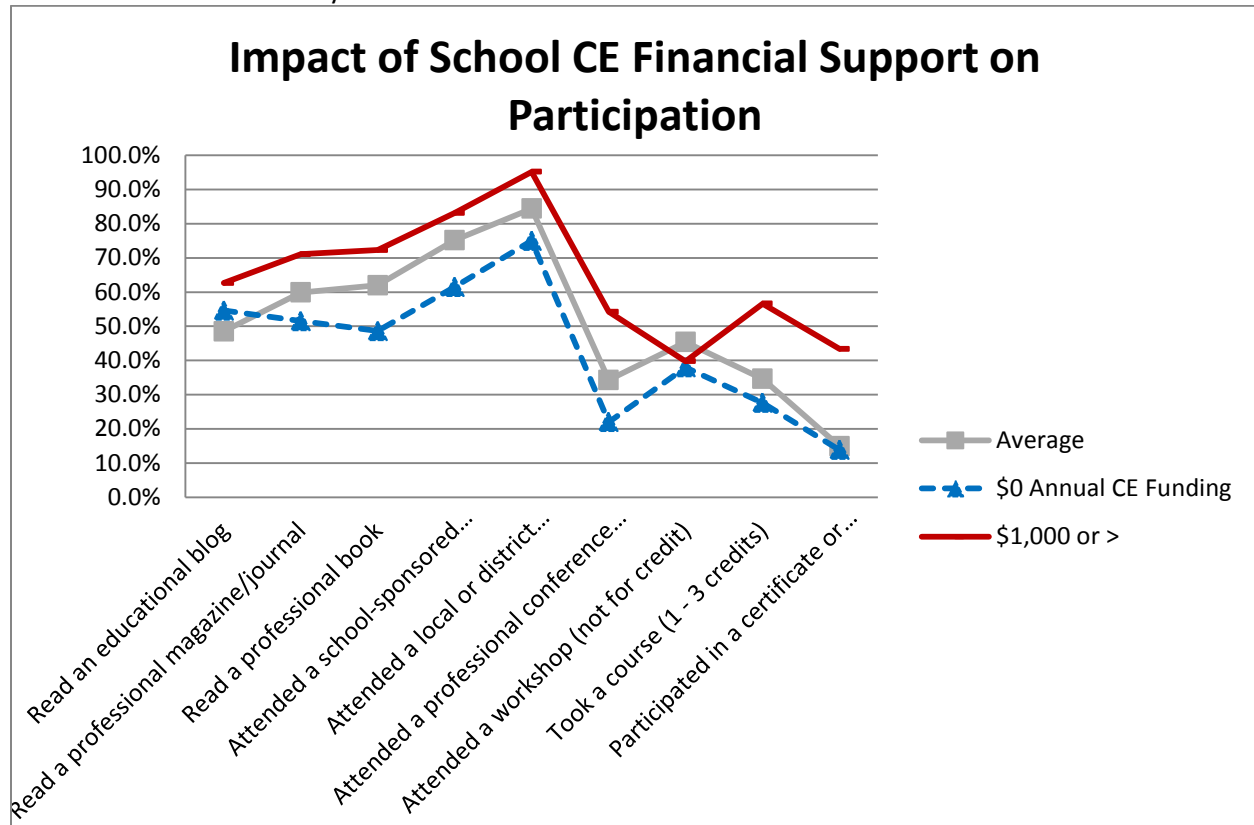


Figure 3: Comparison of levels of school continuing education financial support and teacher reported participation levels

**Question 2: How did your continuing education participation this year compare to three years ago?** In the past three years, 60% of WELS teachers have had a consistent level of CE participation with an average of 2.6 events per year. Thirty percent (30%) increased their participation (2.8 average events), while 10% decreased it (2.3 average events) (see [page 25](#)). There was no evidence that differences in gender, age, WELS district, or level of teaching (early childhood, elementary, high school) were associated with any participation trends.

WELS teachers associate an increase in continuing education participation with taking more courses or getting a graduate degree. WELS teachers who report that they increased their participation also report higher participation than average in courses for credit (56% vs 35%) and in degree/certificate programs (24% vs 15%) (see [figure 31](#), p. 21). Those that increased participation also are more likely to say that continuing education helps prepare them for new areas of ministry compared to the average (72% vs 58%) and that their school requires continuing education (29% vs 18%).

Both those that decreased and increased their participation the past three years report similar barriers of time (72% & 81%) and money (74% & 72%).

**Question 3: In three years, how will your continuing education participation likely compare to this year?** Looking forward to the next three years, teachers report similar rates of decreasing (11%), staying the same (59%), and increasing (30%) CE participation as they reported for the previous three year period (see [page 26](#)).

Half (53%) who said their participation decreased in the previous three years claim their participation will increase in the coming three years, and almost one-third (31%) of those who had previously increased their participation, plan to continue to increase participation in the next three years.

Again, both projected increases and decreases seem to be associated with taking courses or getting a degree. WELS teachers who say their participation will decrease are more likely to report

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having just taken a course (40%) or having been involved in a degree program (31%) during the past twelve months than those who plan to increase their participation (23% and 6%, respectively).

Interestingly, those who plan to increase continuing education are more likely to claim time (84%) and money (75%) as barriers than those reporting a plan to decrease (69% and 65%, respectively). Gender, teaching level, and financial support are not associated with any differences in future continuing education participation, but being close to retirement or having a graduate degree is.

**Question 4: On average, in how many formal CE opportunities (workshop, professional conference, course) do you participate annually?** WELS teachers participate in 2.64 formal continuing education experiences each year, on average. CE financial support impacts participation from a low of 2 experiences for those who get \$0 in funding to a high of 3.1 for those who get \$1,000 or more of funding.

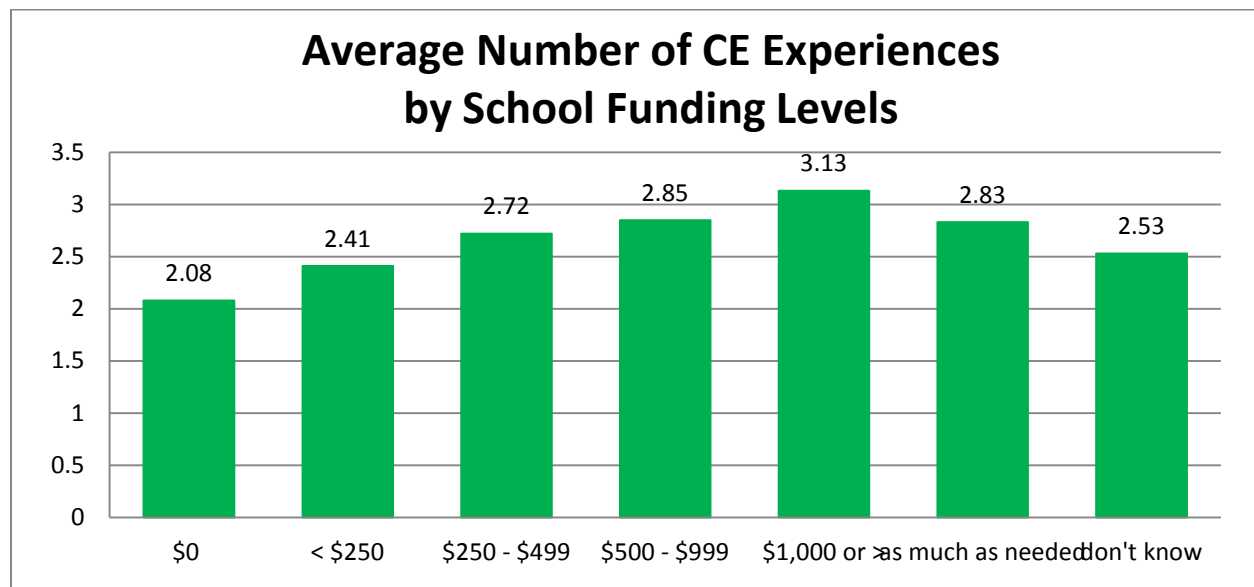


Figure 4: Average number of continuing education experiences by school funding levels.

**Question 5: What time of year do you prefer to participate in continuing education? Select only one.** Most WELS teachers prefer to participate in continuing education in the summer (51%). Only 10% prefer the school year, presumably to keep their summers free. Importantly 34% reported that any time of year (summer or school year) is good for them (see [page 28](#)). These numbers differ from the 2012 survey results in which 91% reported preferring summer and 20% the school year. However that survey did not have an “any time of year” choice.

There are several factors which seem to affect a WELS teacher’s preference for summer versus any time of year for continuing education.

- Those who report receiving \$1,000 or more of CE financial support prefer any time (57%) to summer (37%) (figure 5, p. 7).
- Men are less likely to prefer summer of any time of year (figure 6, p. 7). Though seemingly slight, the difference is statistically significant ( $\chi^2(4, N=1386)=13.69, p=.008$ ).
- The gap in preferences narrows for younger teachers (figure 7, p. 7).

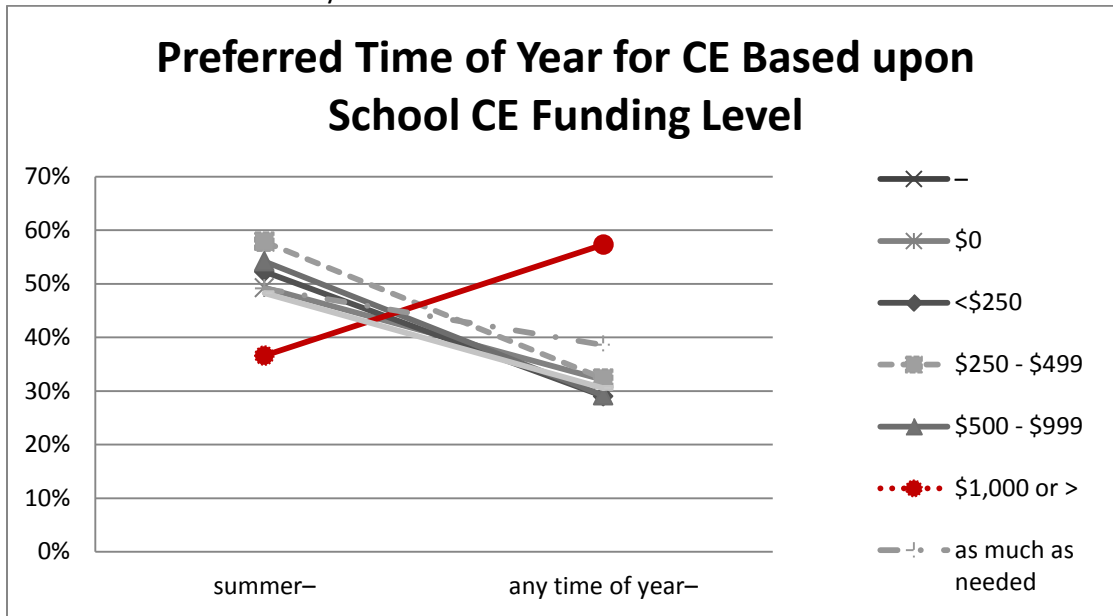


Figure 5: Preferences for summer versus any time of year based upon level of school CE funding.

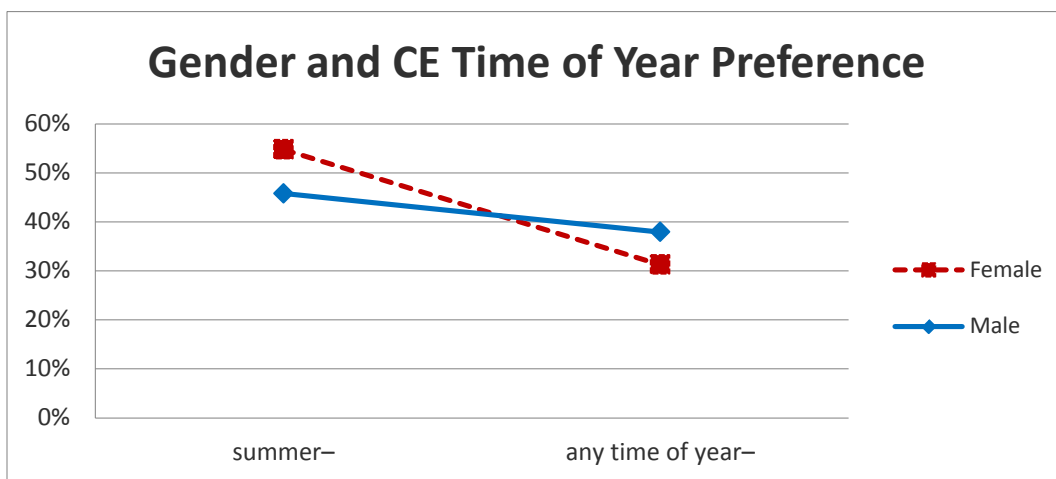


Figure 6: Preferences for summer versus any time of year based upon gender.

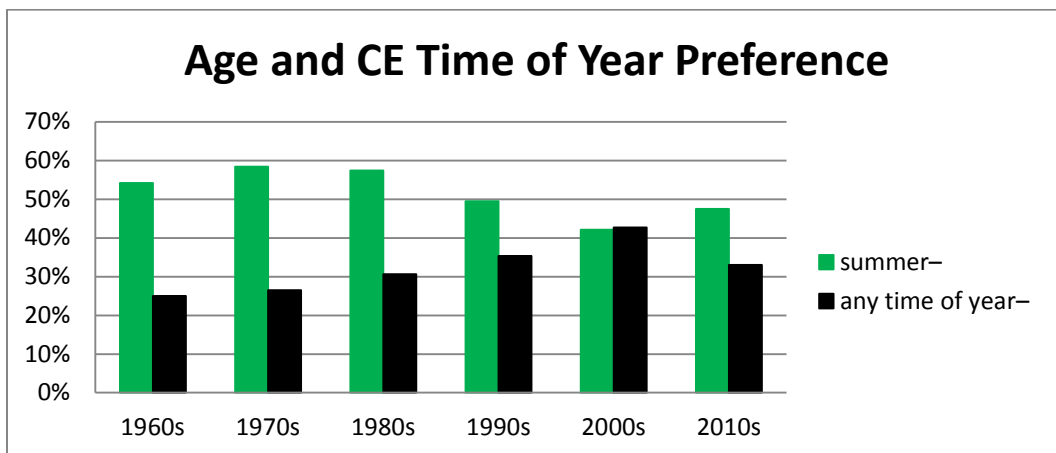


Figure 7: Preferences for summer versus any time of year based upon age.

**Question 6: Have you ever tried online learning?** Sixty-two percent have tried online learning (see [page 29](#)). The rate of those who have tried online learning is greatest among those who report receiving \$1000 or more annually in support. Similar percentages of men (66%) and women (59%) report using online learning. Recent graduates are only slightly more likely to have tried online learning than their older peers.

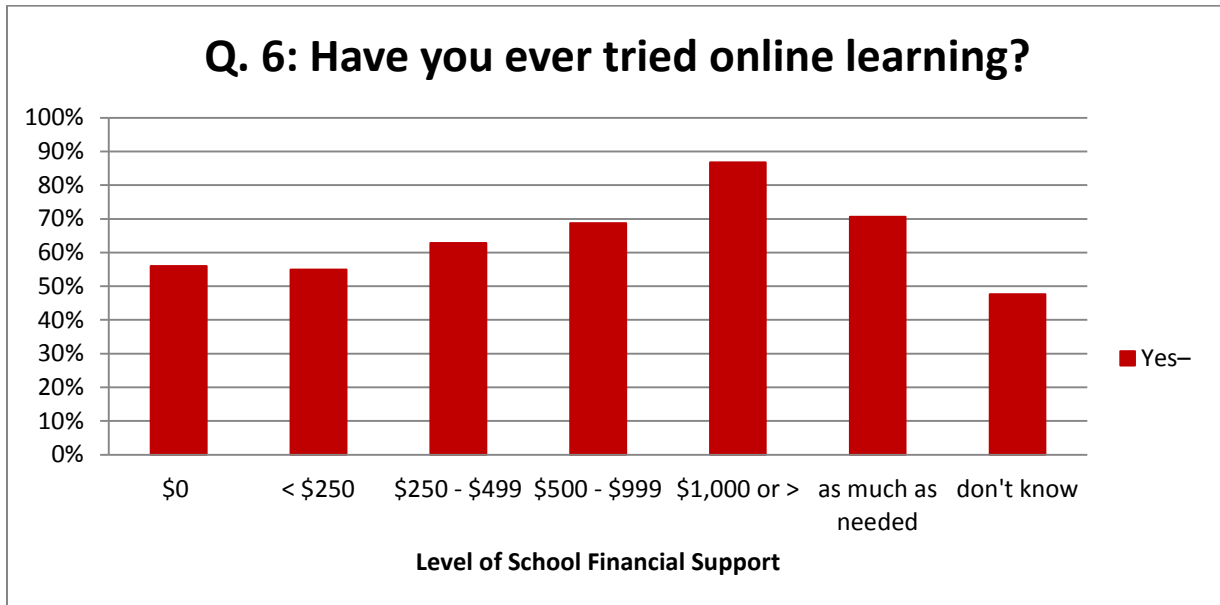


Figure 8: Percentage of WELS teachers who have tried online learning according to CE financial support.

**Question 7: How would you rate online learning on a scale of 1 (low) to 5 (high)?** The average online learning rating was 3.4. The average of did not vary much by age (3 to 3.6), gender (female = 3.39, male = 3.42), or level of financial support (3.32 to 3.57).

**Question 8: Why do you participate in continuing education: Mark all that might apply.** The primary motive for continuing education is the same for almost all WELS K-12 teachers; they want to serve better in their call (92%). Almost no (6%) WELS teachers report a pay increase as a motivational factor for continuing education. The reasons for participating in continuing education are similar across genders, levels of financial support, and age, except that younger teachers are more likely to be motivated by maintaining their license and a pay increase.

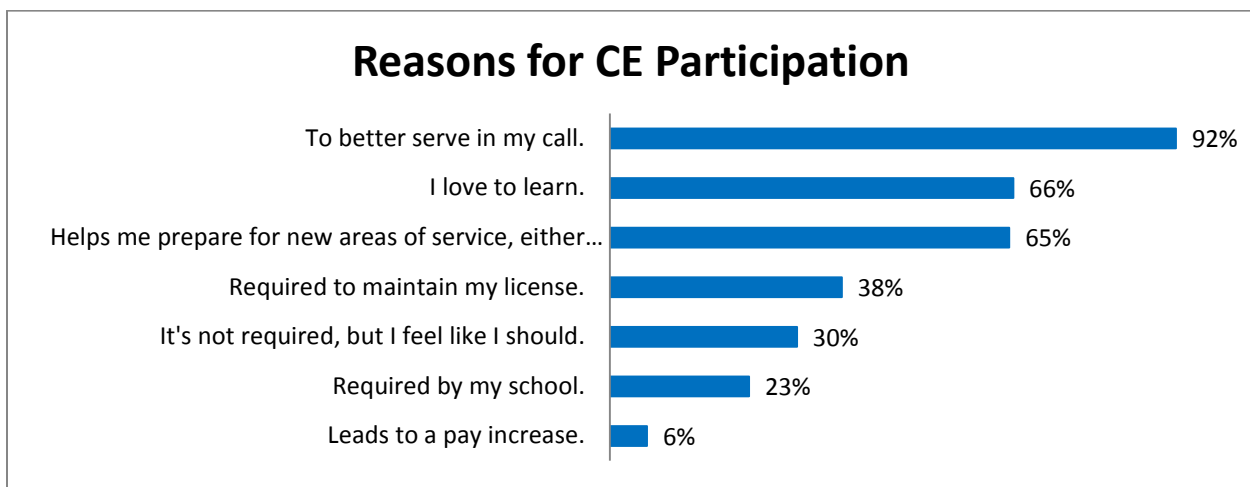


Figure 9: WELS Teachers reasons for continuing education.

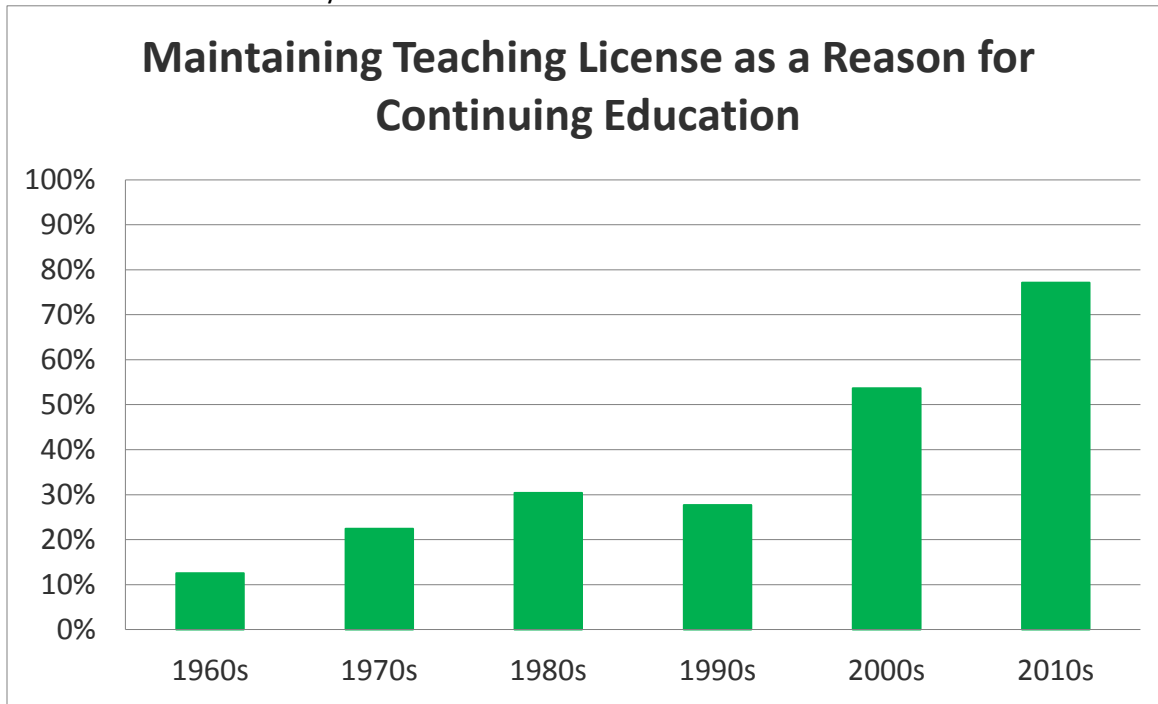


Figure 10: Decade of Graduation and the Importance of Maintaining a License on Continuing Education

**Question 9: What potential barriers may hamper you from achieving your continuing education goals?** Not surprisingly, most WELS teachers cite *time* (79%) and *money* (71%) as barriers to continuing education, with no other barriers even coming close.

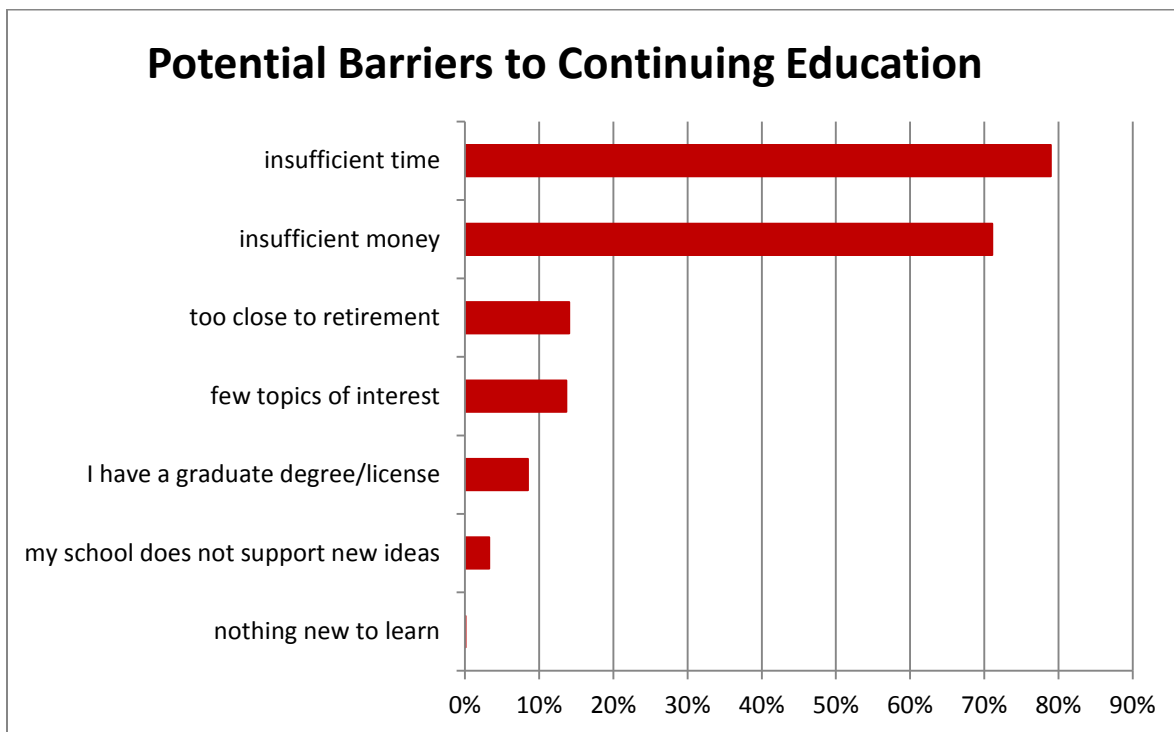


Figure 11: Barriers to Continuing Education

WELS teachers report that time and money become inversely important as the amount of school support increases.

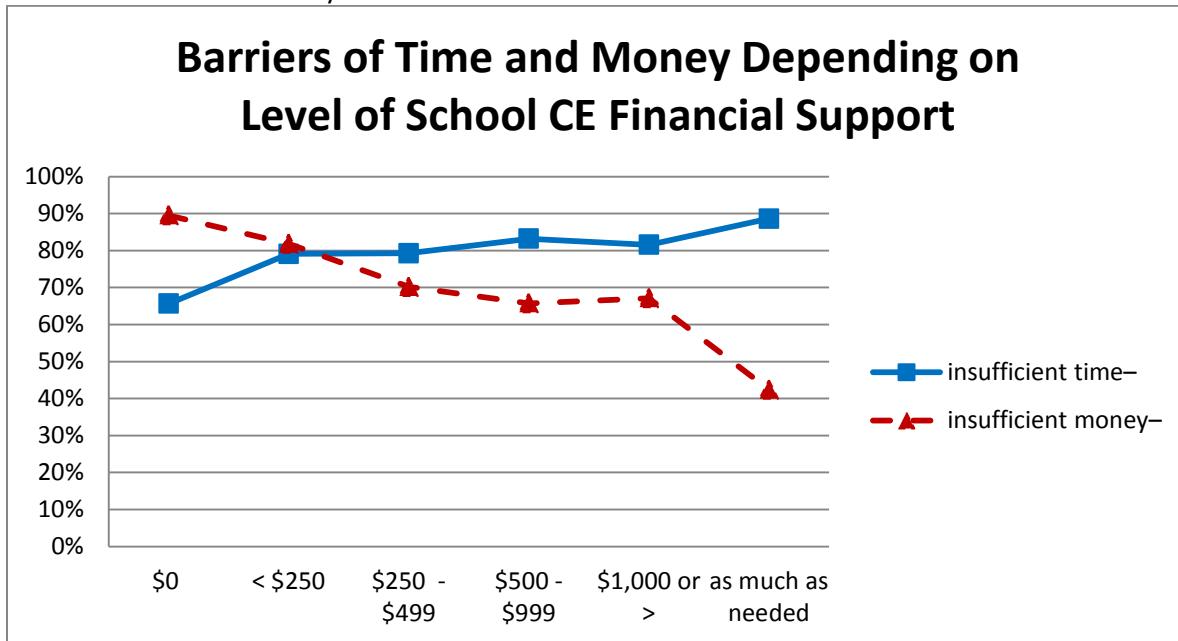


Figure 12: Importance of time and money as barriers relative to the amount of school continuing education funding.

Most WELS teachers who graduated in the 1960s (67%) and 1970s (53%) reported that proximity to retirement prevents them from participating in continuing education. While younger teachers were more likely to feel that their schools' resistance to new ideas is a barrier to continuing education.

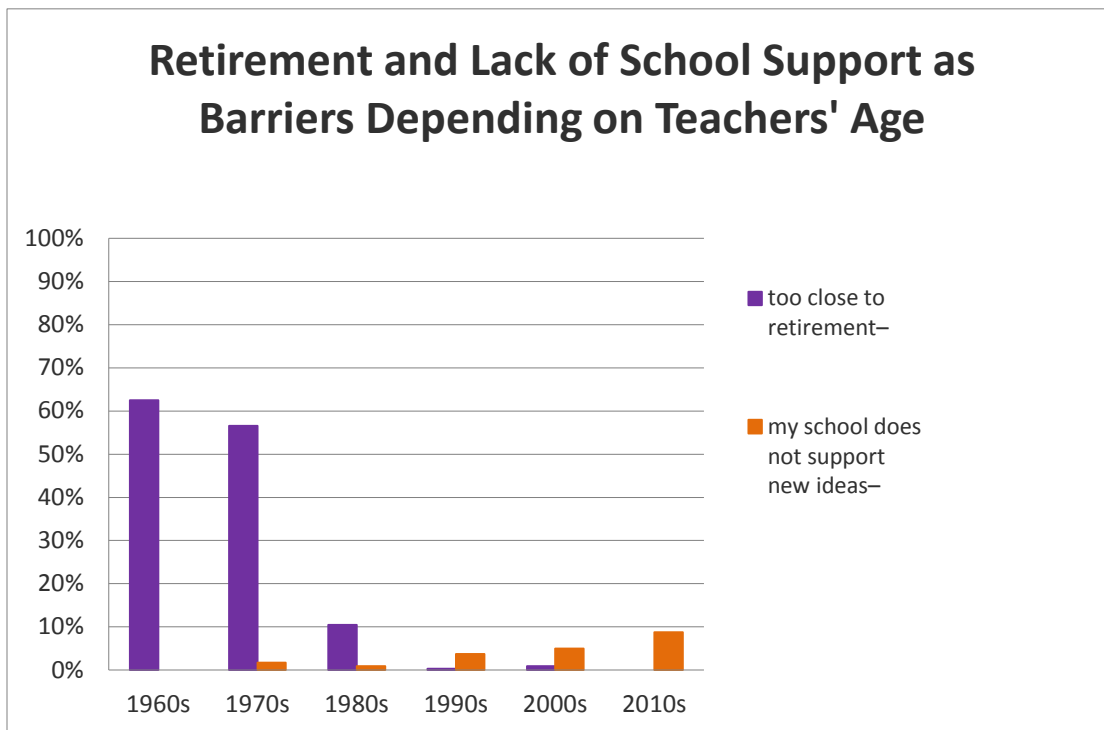


Figure 13: Barriers of retirement and lack of school support compared to age.

**Question 10: How much financial support for continuing education does your school/congregation provide you each year?** There appears to be no uniform practice among schools/congregations regarding how much financial support they provide for WELS teachers. The most

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commonly reported annual support for continuing education is between \$250 - \$499. While only 11% receive no support, fewer (6.5%) receive the amount set by the 2013 synod convention of \$1,000 or more. The second most popular response (17.9%) is that teachers don't know what their school provides. Not knowing what level of financial support a school provides is most common among the oldest (1960s = 25%) and the youngest (2010s = 31%) teachers.

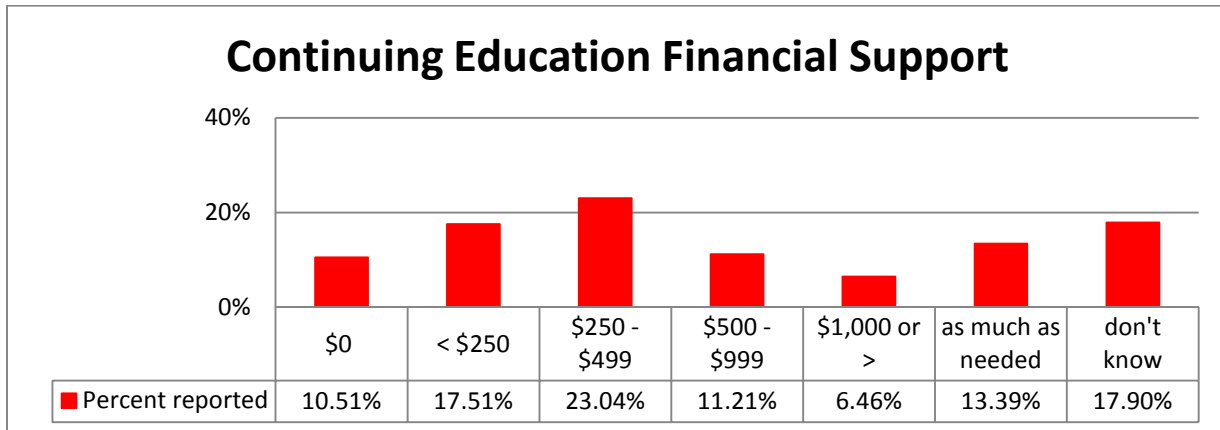


Figure 14: WELS teacher reports of school financial support for continuing education.

In 2012, WELS teachers were invited to record their school's level of continuing education financial support in an open-ended question. The 2012 survey analysis included the 2014 survey categories plus one labeled "varies." In comparison, a lower percentage of 2014 early childhood and K-12 teachers report receiving both \$0 and \$1000 or more in CE funding, while a higher percentage in 2014 say they don't know what their school provides.

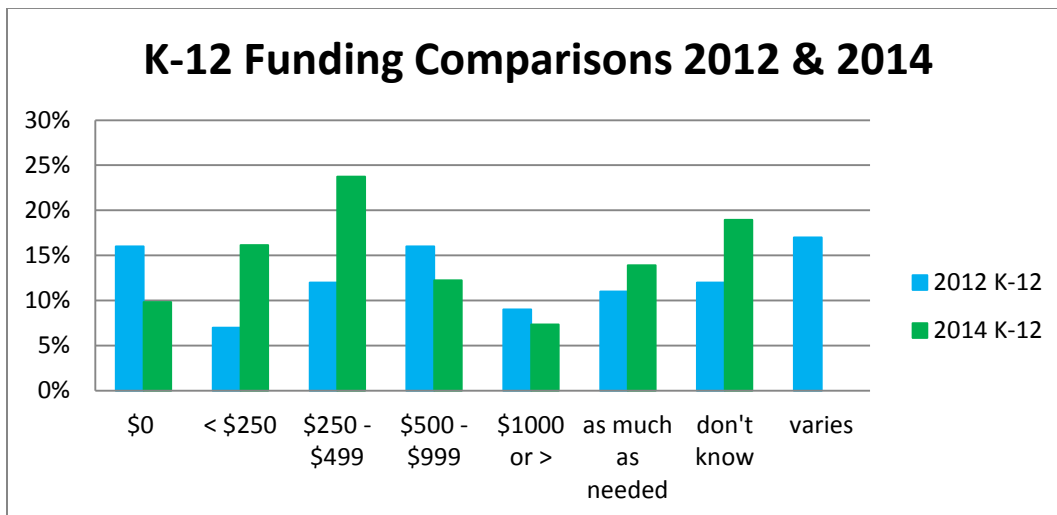


Figure 15: Comparison of 2012 and 2014 reported K-12 teacher funding.

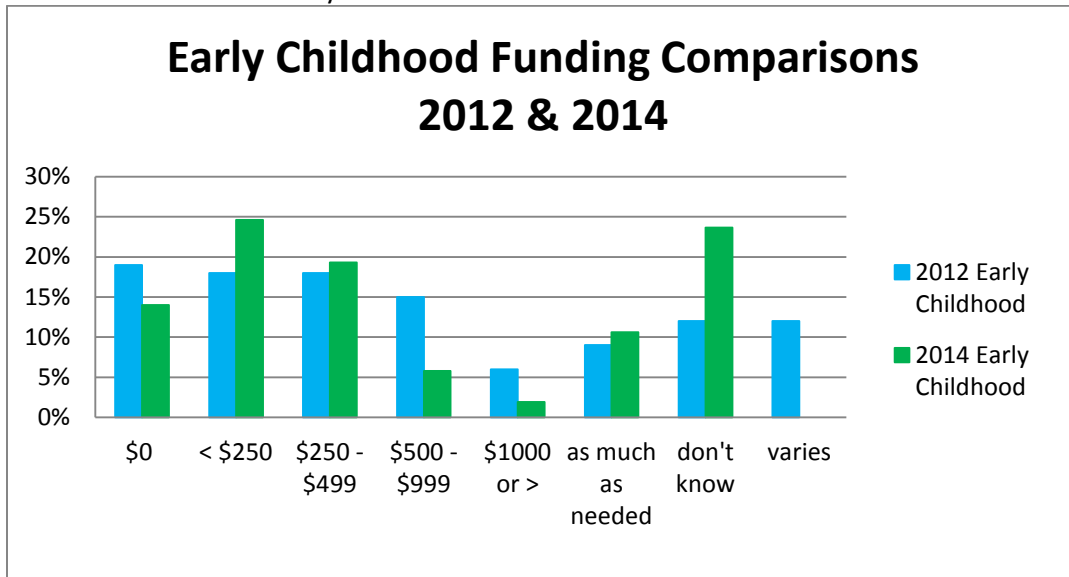


Figure 16: Comparison of 2012 and 2014 reported early childhood teacher funding.

### Survey Findings & Discussion

The 2014 WELS PreK – 12 survey provides a good measure of the current state of continuing education among WELS called teachers. Overall, factors of gender, grade level taught, or years of experience have little impact on teacher attitudes and participation in continuing education. Yet, there are some useful takeaways from the survey, including the following:

- The WELS has a deeply rooted belief that continuing education is an individual choice motivated by a desire to serve faithfully.
- The largest barriers to increasing WELS called worker continuing education are time and money.
- School financial support for called worker continuing education at a level of \$1,000 or more annually is associated with a variety of positive continuing education attitudes and practices.
- Women report receiving less funding for continuing education than men.
- When WELS teachers think of increasing or decreasing continuing education participation, they primarily think in terms of formal rather than informal activities.

#### Finding One:

**The WELS has a deeply rooted belief that continuing education is an individual choice motivated by a desire to serve faithfully.**

WELS teachers are primarily intrinsically motivated to continue their education. The overwhelming reason given for continuing their education is “to serve better in my call” (92%). The second most common reason given (66%) is “I love to learn” – also an intrinsic factor. The third most popular reason—“helps me prepare for new areas of service”—may represent either intrinsic or extrinsic motivation. The remaining extrinsic factors were mentioned by fewer than half of the respondents, with a pay increase cited by only 6% of the teachers (see [page 31](#)).

Evidence that this desire to improve one’s own ministry is deeply rooted is shown in that it is consistently mentioned as the top reason for continuing education regardless of gender, grade level taught, or age. WELS teachers across time and location hold this common belief (see figure 17, p. 13).



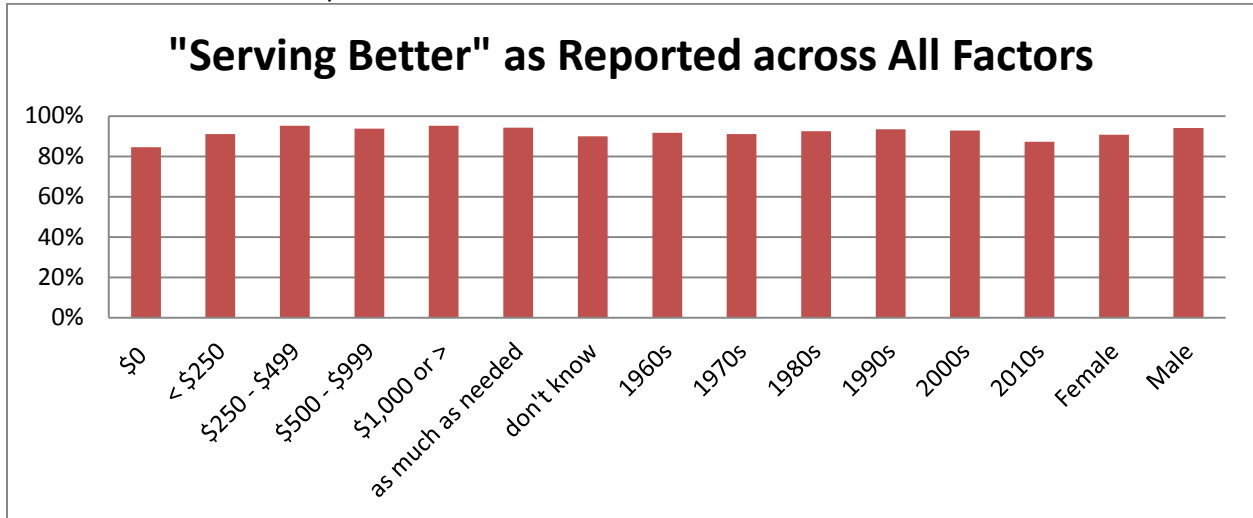


Figure 17: Comparison of the motivation to serve better across levels of financial support, age, and gender.

Any emphasis on continuing education among WELS called teachers should continue to honor this deeply-held belief. However, it is also important to note that there is often a difference between one’s stated beliefs and one’s actions. This is demonstrated in the difference between WELS teachers’ responses about taking courses and getting a degree in the 2012 and the 2014 surveys. In 2012, 74% of WELS K-8 teachers reported they were likely to take a course and 35% were likely to seek a graduate degree. Reflecting back on the past three years, 35% of the 2014 respondents said they actually took a course and 15% said they participated in a degree program.

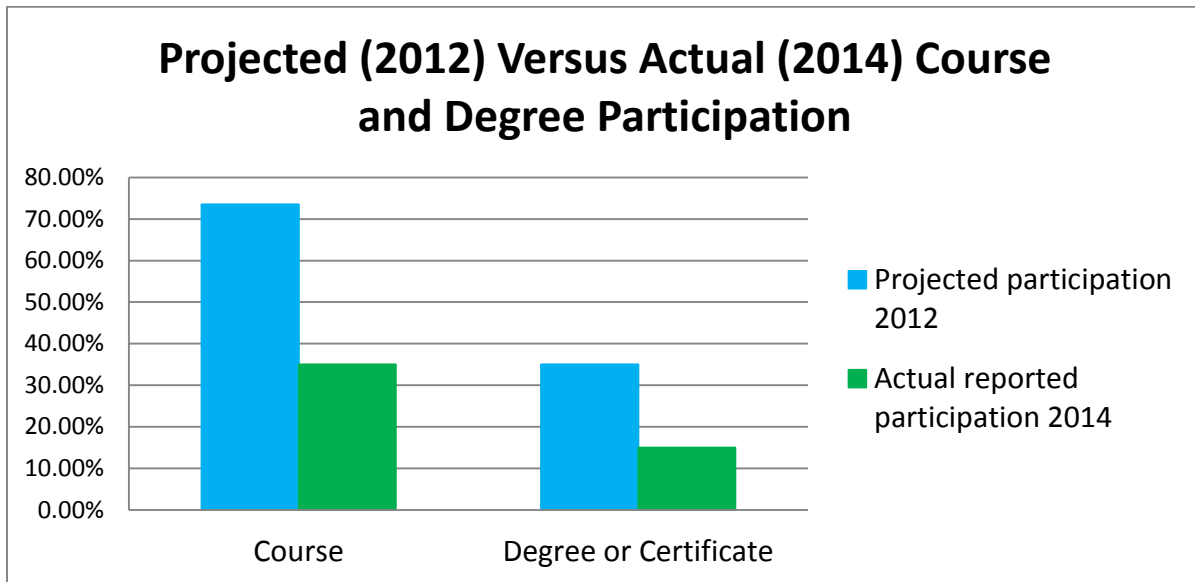


Figure 18: Difference between reported 2012 projected participation levels and the 2014 actual levels.

[return](#)

**Finding Two:**

**The largest barriers to increasing WELS called worker continuing education are time and money.**

Helping teachers to fulfill their spirit-led desire for continuing education involves eliminating barriers and increasing structure into the system. The most commonly identified barriers for continuing education continue to be time (79%) and money (71%). The barrier of money can be addressed by schools/congregations increasing their financial support for continuing education. Not surprising, the more congregations provide in financial support, the less frequently WELS teachers report money to be a barrier to continuing education.

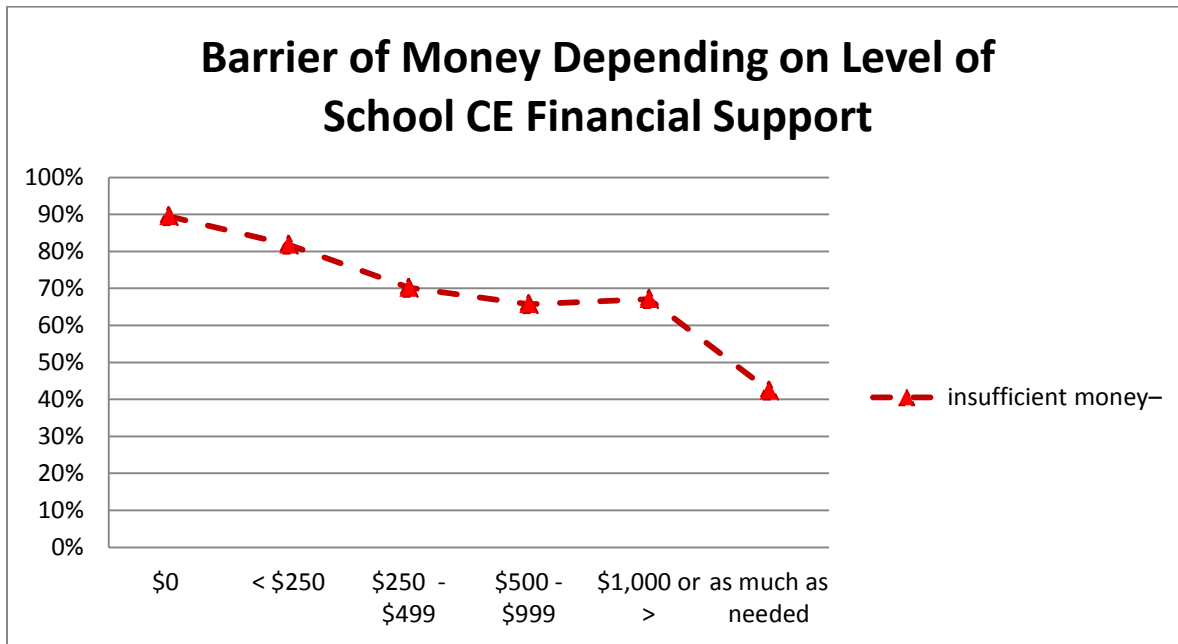


Figure 19: Effect of increased level of CE financial support on money as a barrier to continuing education.

Time is the most highly cited barrier by WELS teachers for continuing education. Overall, WELS teachers in 2014 (51%) and in 2012 (91%) reported that their preferred time to do continuing education is in the summer. A recent group of WELS early childhood teachers confirmed that they don't have time to take courses during the school year. The 2008 School and Staffing Survey data reveal that Lutheran teachers spend more time per week (55.1 hours) on all teaching related activities than *any other* group of teachers—public or private. Unfortunately, research shows that teacher professional learning is most effective when it is job-embedded, while the WELS teacher preferred one-shot, isolated-from-teaching continuing education is largely ineffective (Wei et al., 2009).

To eliminate time as a barrier and encourage WELS teachers toward professional learning connected to practice, there are two factors WELS schools must address. The first relates to job-embedded learning opportunities. Many WELS schools do not take advantage of half- or full-day inservices to encourage professional learning during the school year. If scheduled, such days are considered teacher work days or simply days off. In contrast, public school systems provide 54 hours of release time from teaching for teachers to pursue continued education and 77.9 hours for scheduled professional development as part of their teaching time (Wie et al., 2009).

The second relates to the number of school or congregation related duties assigned to teachers—especially young teachers. In efforts to maximize their investments in called workers, congregations and school frequently require so many outside of classroom responsibilities that teachers simply cannot find the time or energy to pursue continuing education. This becomes especially difficult when young teachers are also trying to balance young families. As teachers gain seniority, they frequently have fewer duties and become better at saying no. Under the current culture, WELS teachers for whom time is the lowest barrier (older teachers) also have the lowest desire to continue their education (see figures 20 & 21, p. 15).

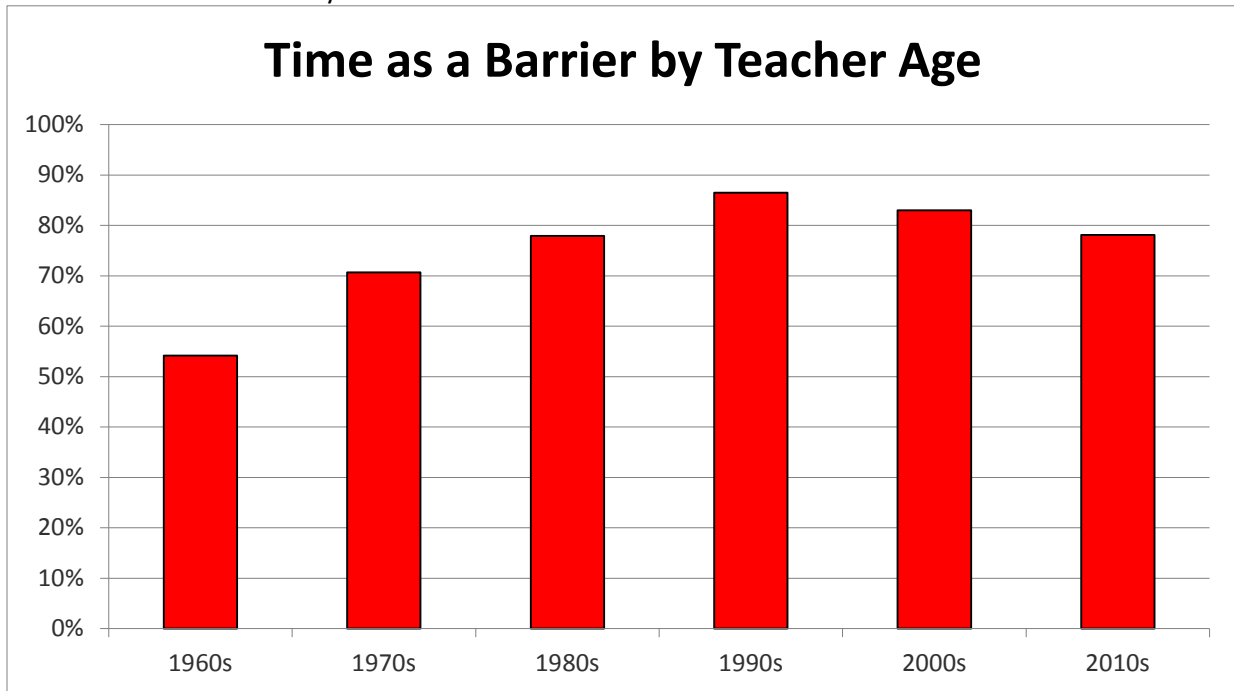


Figure 20: Reported barriers of time by decade of college graduation

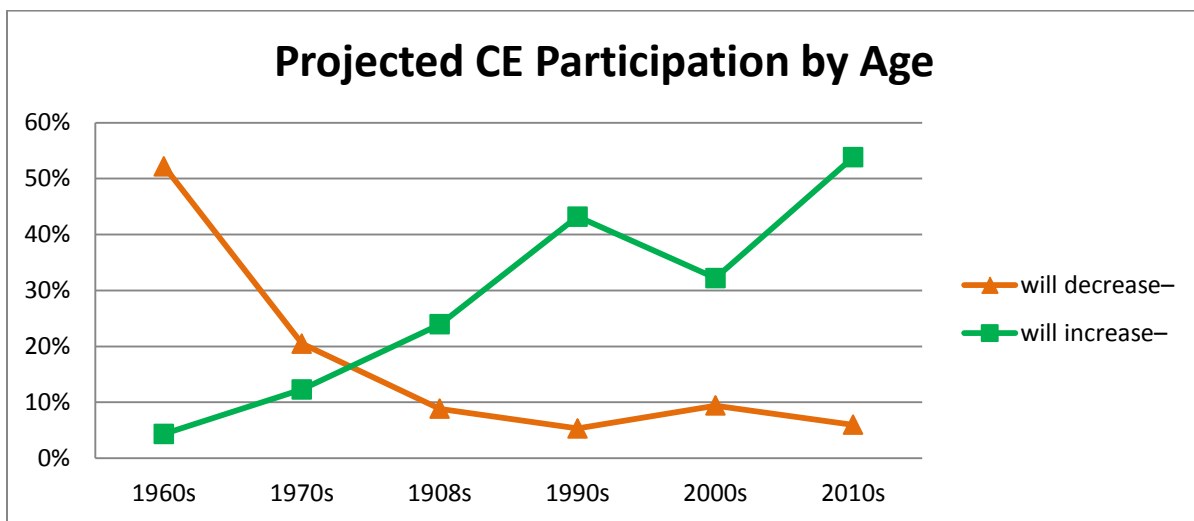


Figure 21: Reported intention to increase/decrease continuing education by decade of college graduation

WELS teachers are highly motivated for continuing education by aspirations of faithfulness to their calling. In order to maximize their participation, barriers of time and money must be reduced. WELS teachers indicate that money as a barrier is reduced when congregations provide adequate funding for continuing education. Schools can reduce time barriers in two ways. First, they can maximize school-day embedded opportunities for professional learning, and second, they can allow teachers to focus on their main role—teaching, and allow extra duties to be voluntary rather than requirements.

**Finding Three:**

**School financial support for called worker continuing education at a level of \$1,000 or more annually is associated with a variety of positive continuing education attitudes and practices.**

There is no consistency among congregations/schools when it comes to funding called worker continuing education, but WELS teachers whose schools fund their continuing education at a rate of

\$1,000 or more display a pattern of positive attitudes and practices *across the board*. By contrast, those who report receiving no funding display lower than average attitudes and practices across the board.

It is likely that the funding is not the cause of the phenomenon, but is tangible evidence of a professional culture of organizational learning. A school culture that places a high value on continued learning provide adequate levels of funding. Not funding continuing education communicates a culture that places a low priority on improvement. Continuing education funding at the \$1,000 or more level is associated with the following positive attitudes or practices:

- Higher levels of participation in *all* types of continuing education—even free or low expense ones. They are more likely to read professional blogs, journals, and books; attend school inservices and teachers’ conferences; take more courses; and seek a degree. In contrast, such teachers are less likely to participate in the least effective form of continuing education – workshops (figure 22).
- Greater use of formal opportunities for continuing education (figure 23).
- More willing to engage in continuing education any time of year rather than summer only (figure 24).
- More likely to have tried online learning (figure 25).
- Higher rating of online learning (figure 26).

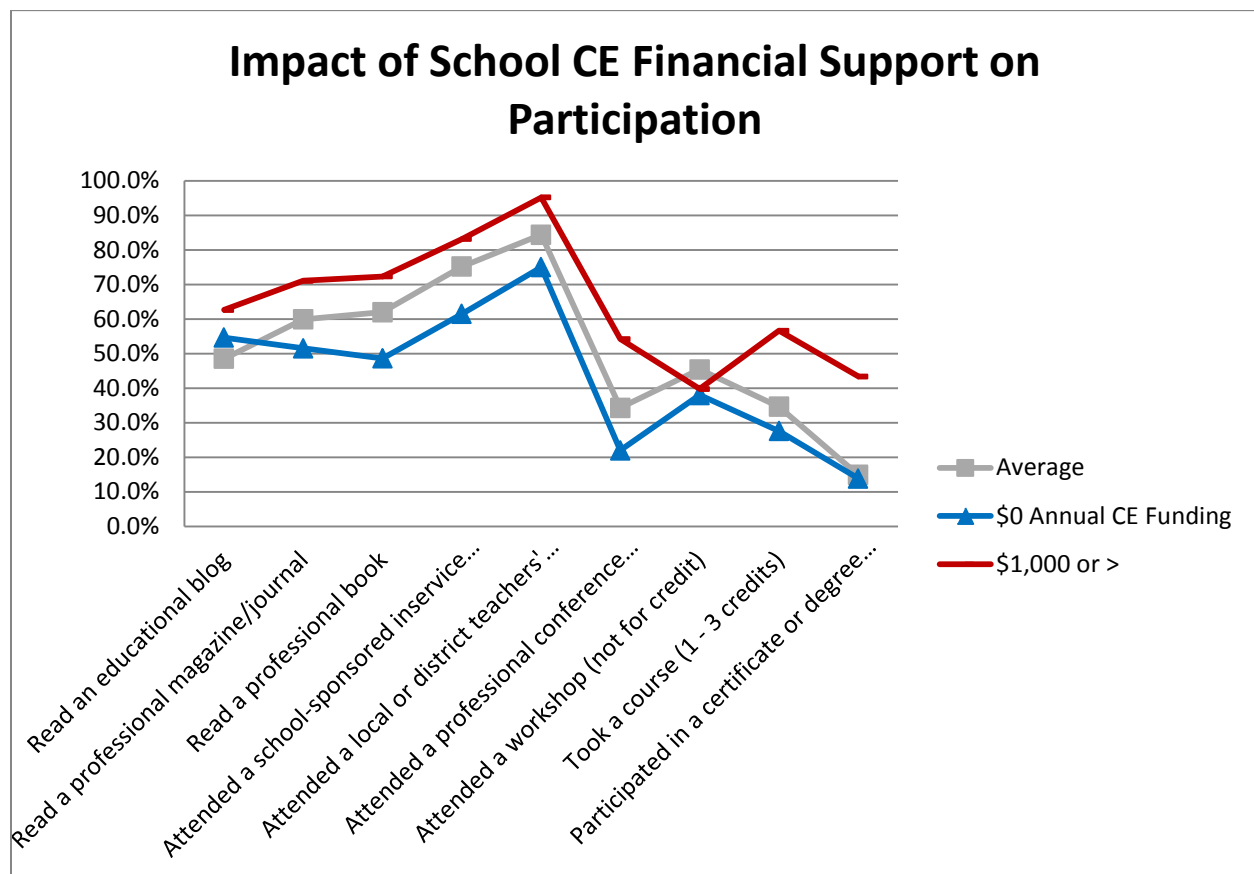


Figure 22: Types of Continuing Education Participation According to School CE Funding

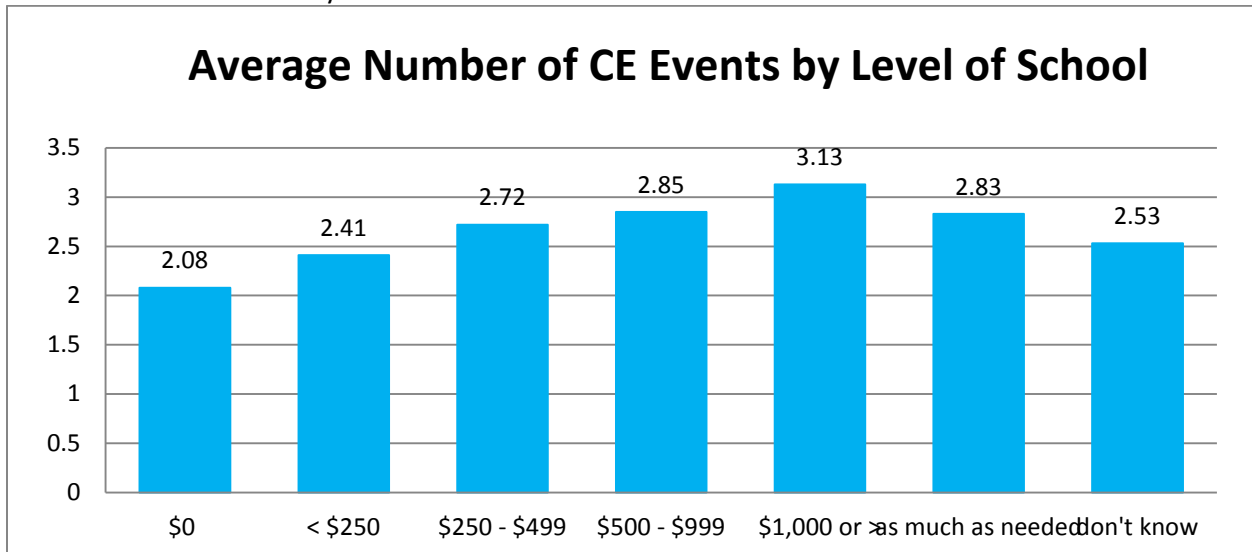


Figure 23: Average number of formal CE events by level of school CE funding

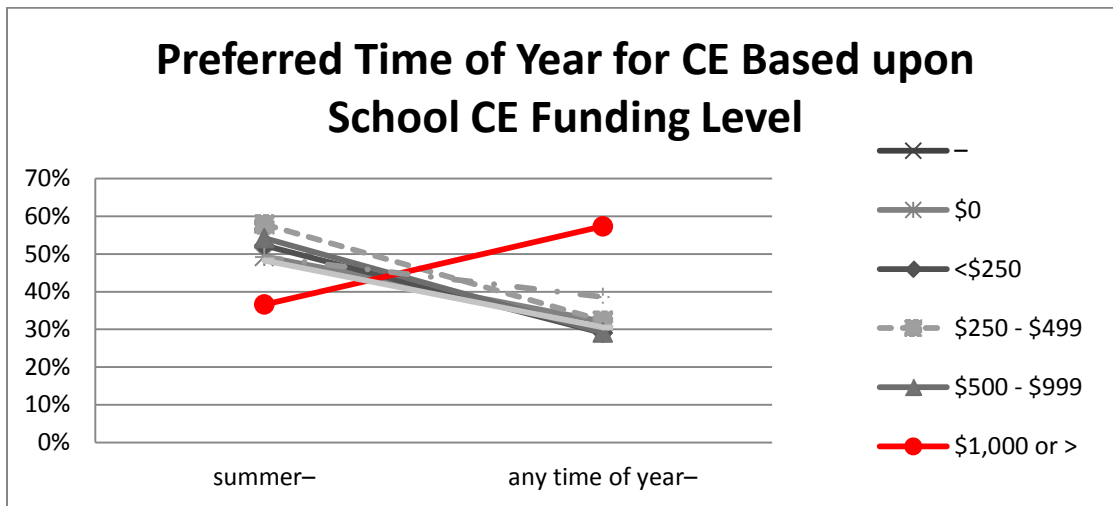


Figure 24: Preferred time of year for CE depending on level of CE funding

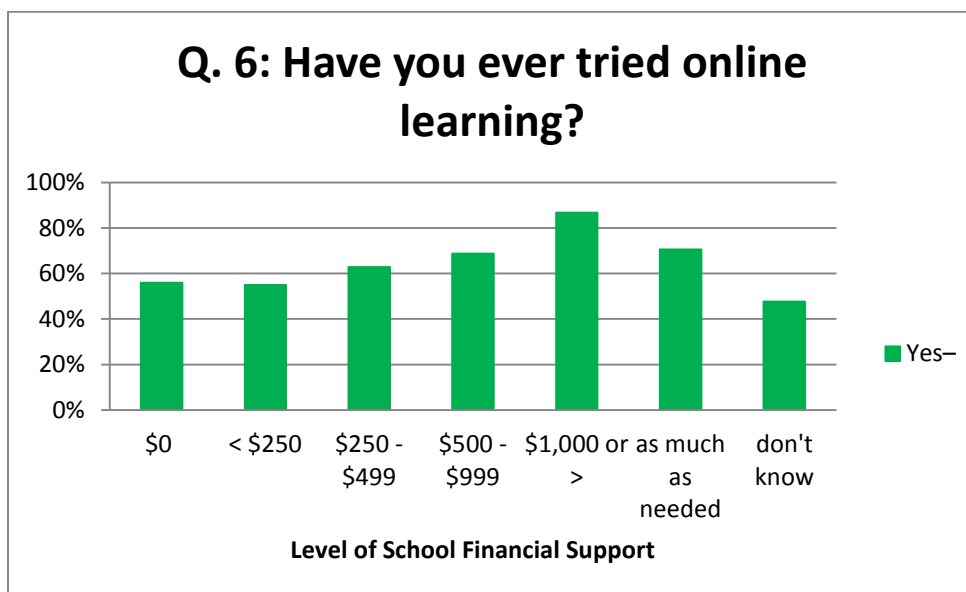


Figure 25: Percent of teachers who try online learning by level of CE funding

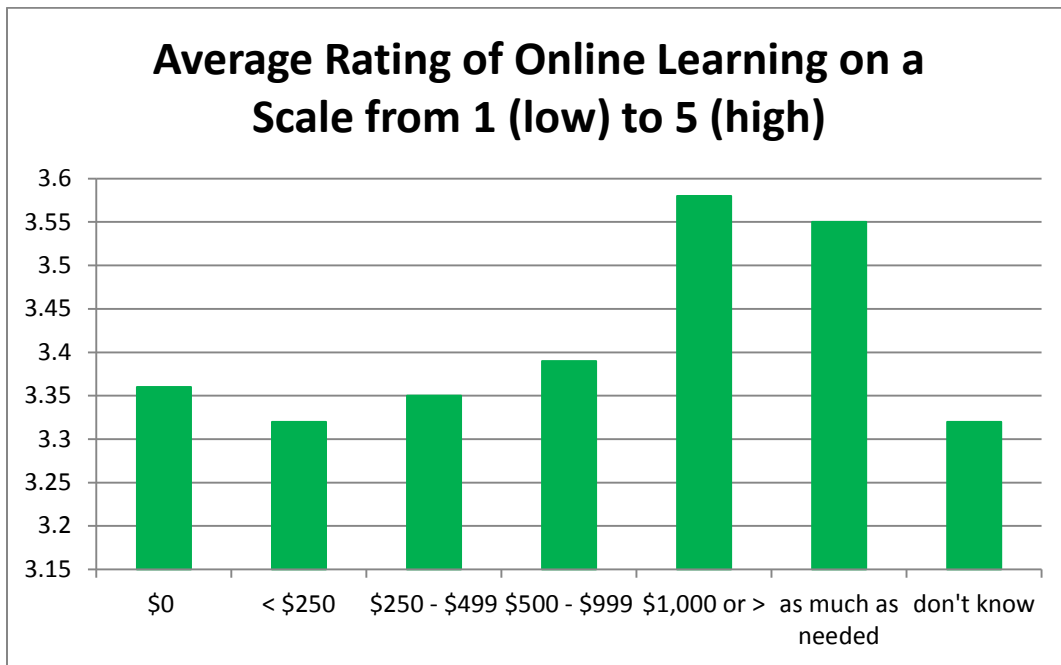


Figure 26: Average rating of online learning by level of CE funding

The level of continuing education funding is an indicator of school culture around the topic of professional learning. A culture of professional learning places student achievement as a priority and encourages regular reflection on student learning in formal settings. In such cultures, all teachers regularly participate in inservices and teachers' conferences. Teachers read and share professional writings, and faculty meetings provide discussion time regarding student achievement and ways to improve it both individually and collectively. Such a culture cannot take place in an absence of adequate continuing education funding, but funding by itself will not create such a culture. WELS schools should be urged to increase their culture of professional learning and their level of continuing education funding to at least \$1,000 per called worker annually.

**Finding Four:**

**Women report receiving less funding for continuing education than men report.**

The top three responses women give when asked how much continuing education funding their schools provide them are (1) \$250 - \$499, (2) don't know, and (3) < \$250. The top three responses for men were (1) \$250 - \$499 (20.8%), (2) \$500 - 999, and (3) as much as needed. A smaller percentage of women (3.2%) than men (11.7%) report receiving \$1,000 or more.

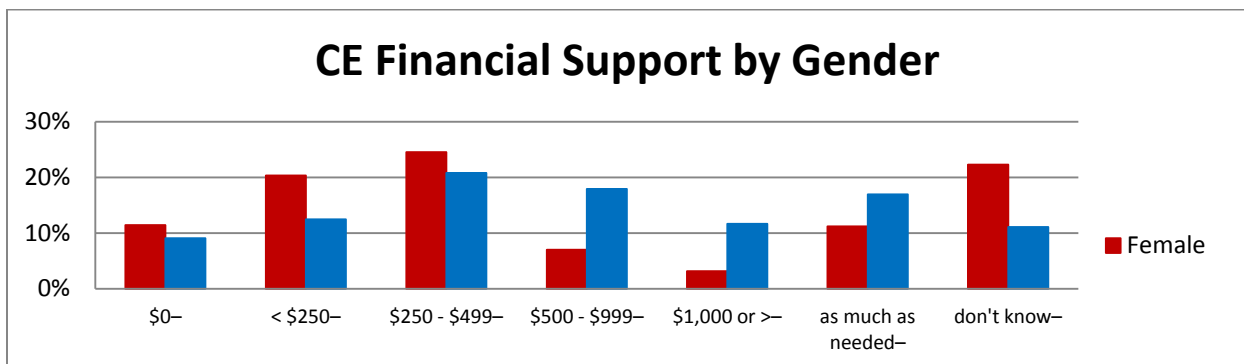


Figure 27: Comparison of continuing education funding by gender

This tendency for WELS women teachers to report lower financial support for continuing education than WELS men teachers may be skewed by large numbers of early childhood teachers completing the survey. Most early childhood teachers are women (216 of 218 respondents), so the tendency for women to report lower financial support may actual be an artifact of early childhood teachers' lower financial support.

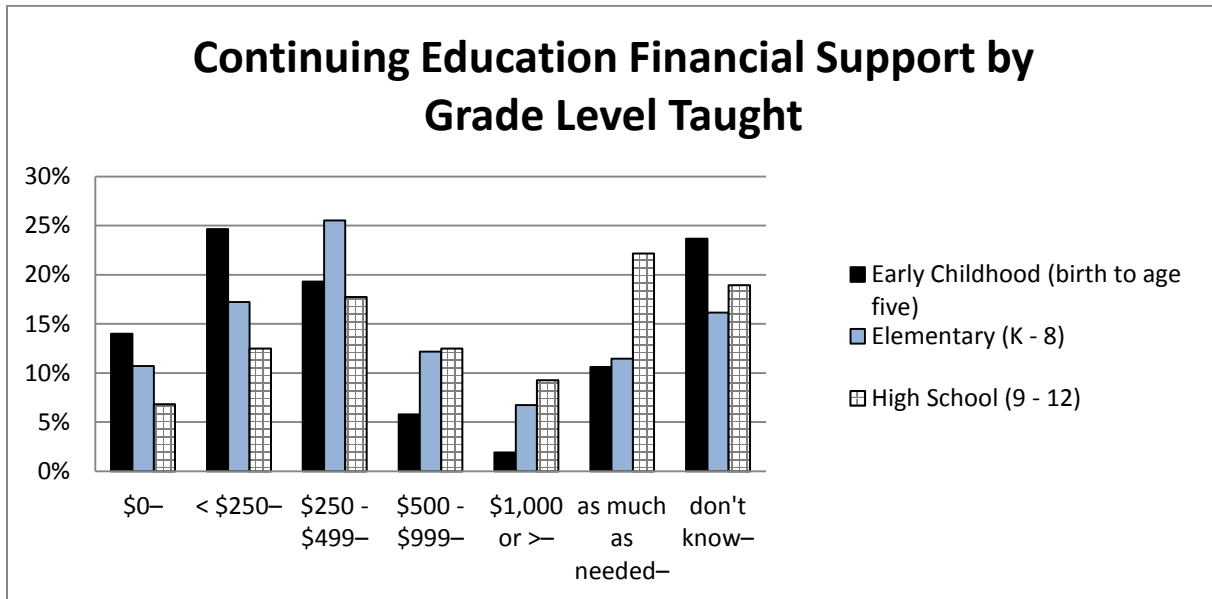


Figure 28: Continuing education financial support according to grade level taught

However, a comparison of men and women elementary and high school teachers reveals that the tendency for women to report lower levels of continuing education financial support holds true regardless of grade level taught.

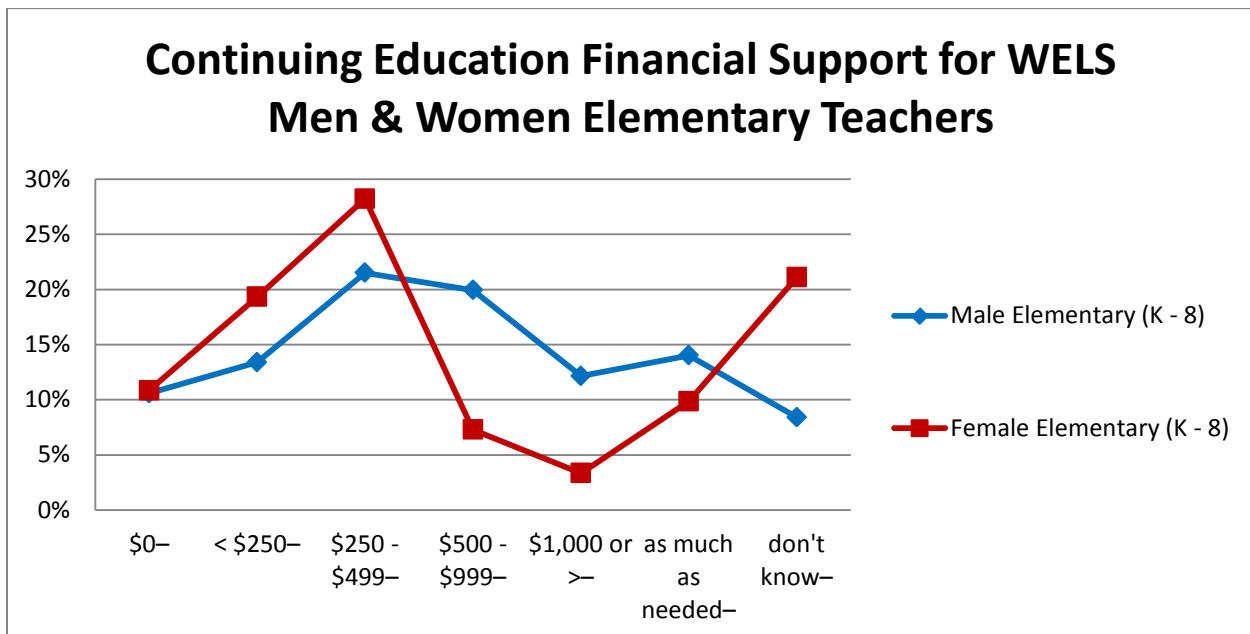


Figure 29: Continuing education financial support for WELS elementary teachers by gender

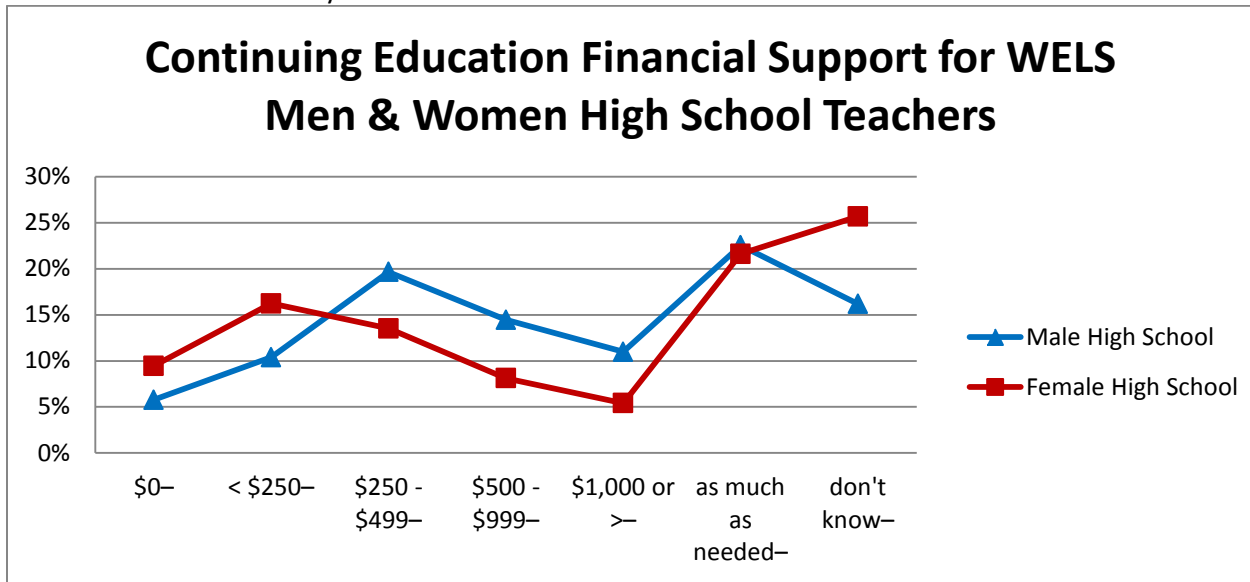


Figure 30: Continuing Education financial support of WELS high school teachers by gender

Financial support for continuing education in the WELS is generally lower than needed to foster a culture of professional learning. CE financial support is lower for early childhood than elementary and high school teachers, and it is lower for women teachers across all grade levels. Since women make up about 59% of the WELS teaching force, emphasizing equal funding for women will be an important strategy to increase WELS continuing education participation overall.

**Finding Five:**

**When WELS teachers think of increasing or decreasing continuing education participation, they primarily think in terms of formal rather than informal activities.**

WELS teachers reported similar levels of engagement with various types of continuing education, such as reading blogs and attending teachers’ conferences, regardless of whether they said their continuing education participation increased, decreased, or stayed the same of the past three years. However, they did report different levels of participation in courses and degrees (see figure 31, p. 21). This finding implies that WELS teachers consider formal professional growth as continuing education, but may not consider more informal types of professional learning as continuing education. Communication should stress the value of both informal and formal learning opportunities as ways to increase continuing education.



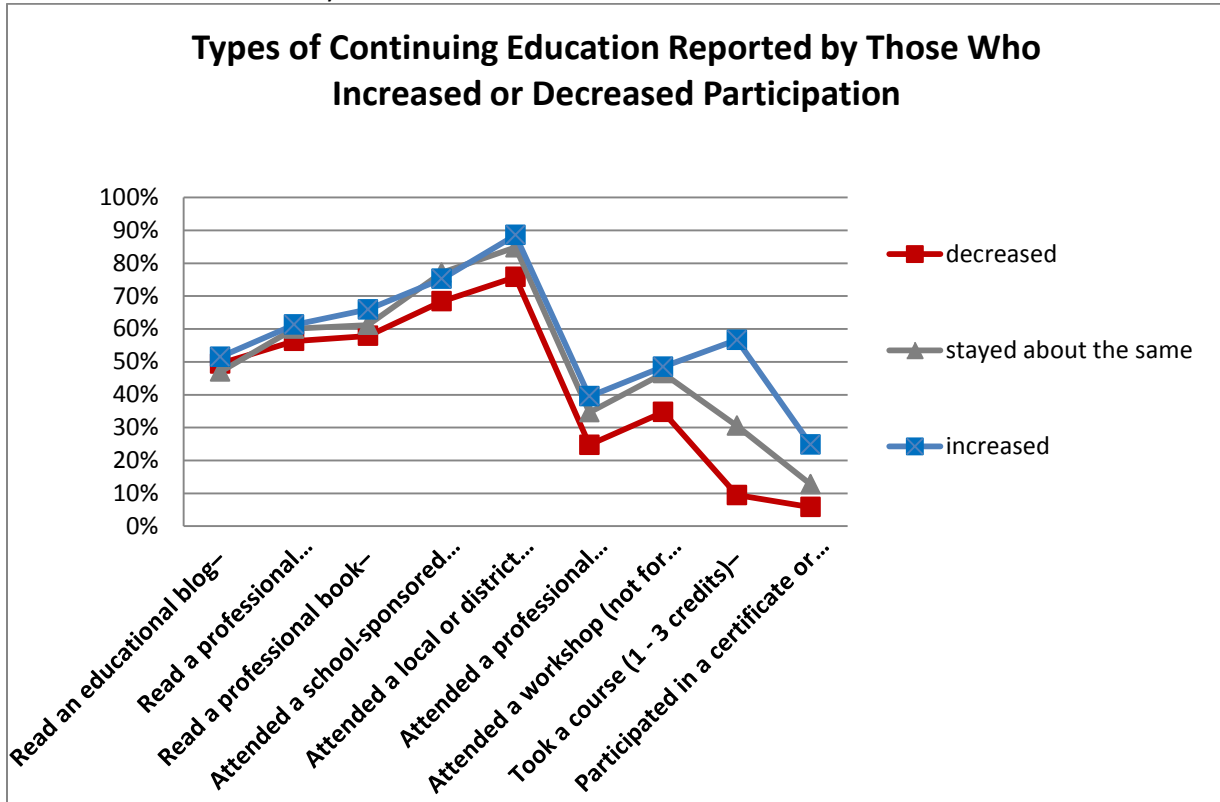


Figure 31: Levels of various types of continuing education by those who claim to have increased or decreased participation

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## **Appendices**

Appendix A – Survey & Response Summaries

Appendix B – Cross Tabulations by Gender

Appendix C – Cross Tabulations by Level of CE Financial Support

Appendix D – Cross Tabulations by Grade Level

Appendix E – Cross Tabulations by Decade of Graduation

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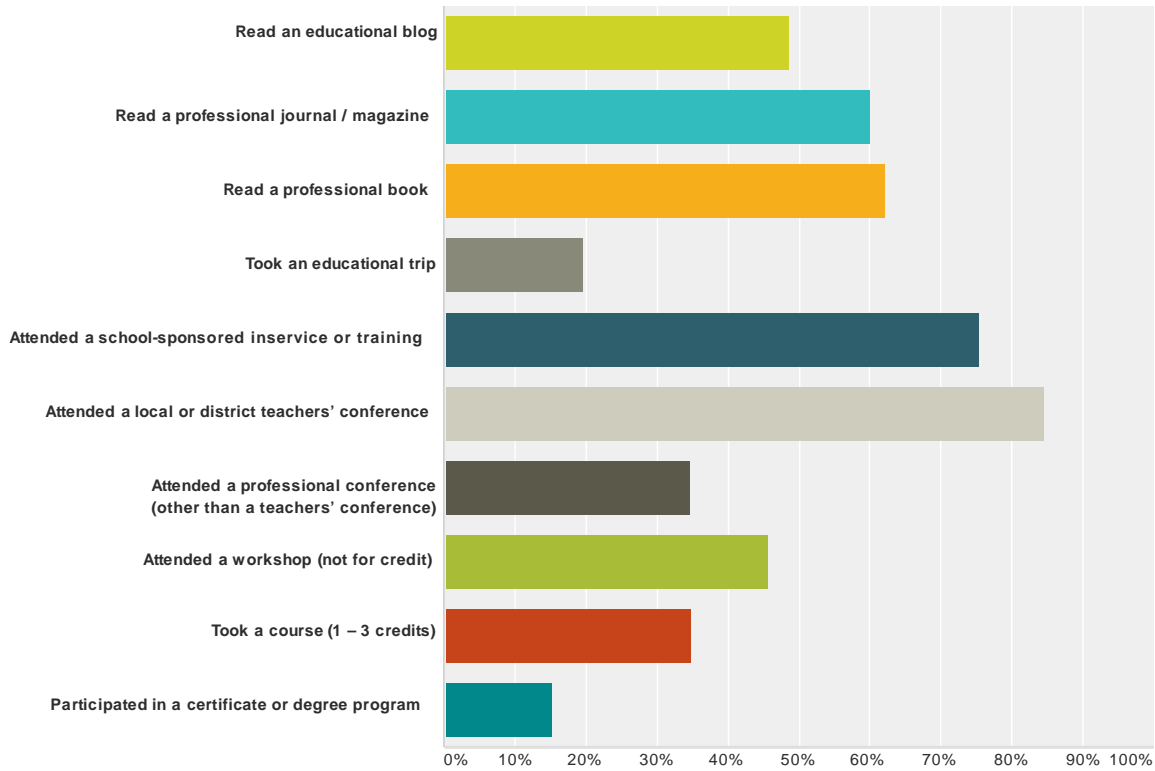
**Appendix A: Survey and Response Summaries**

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## WELS Teacher Continuing Education Survey

**Q1 Which of the following continuing education (CE) opportunities did you use in the past year (12 months)? Mark all that apply.**

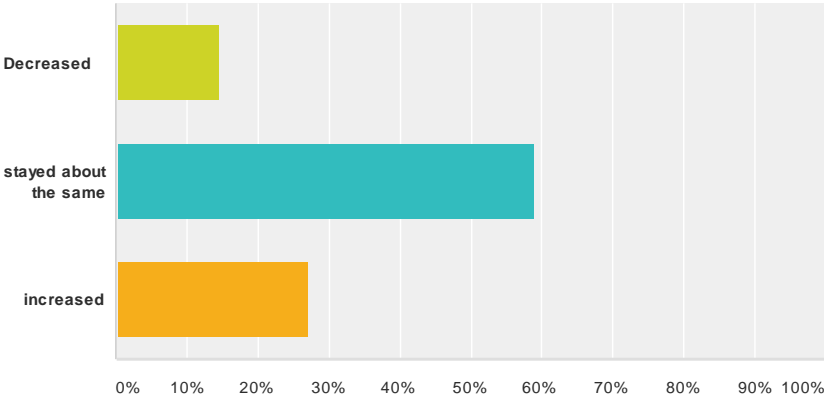
Answered: 1,380 Skipped: 19



Answer Choices	Responses
Read an educational blog	48.48% 669
Read a professional magazine/journal	59.93% 827
Read a professional book	61.96% 855
Took an educational trip	19.49% 269
Attended a school-sponsored inservice or training	75.22% 1,038
Attended a local or district teachers' conference	84.42% 1,165
Attended a professional conference (other than a teachers' conference)	34.35% 474
Attended a workshop (not for credit)	45.43% 627
Took a course (1 - 3 credits)	34.64% 478
Participated in a certificate or degree program	14.93% 206
<b>Total Respondents: 1,380</b>	

## Q2 How did your CE participation this year compare to three years ago?

Answered: 1,384 Skipped: 15

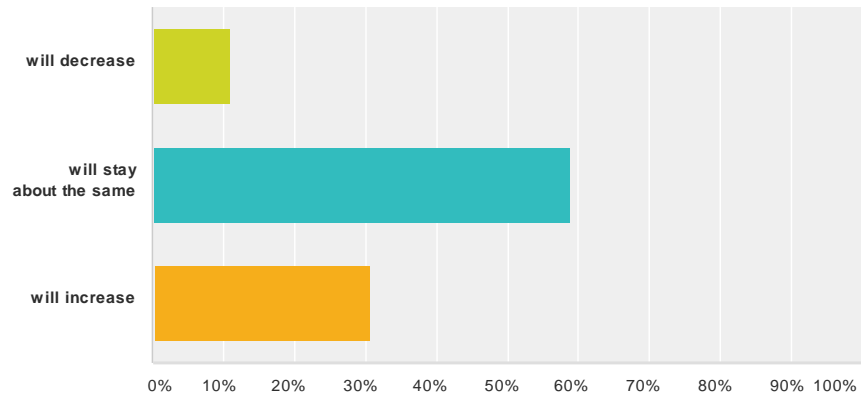


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Answer Choices	Responses	
decreased	14.38%	199
stayed about the same	58.74%	813
25n creased	26.88%	372
<b>Total</b>		<b>1,384</b>

### Q3 In three years, how will your CE participation likely compare to this year?

Answered: 1,375 Skipped: 24

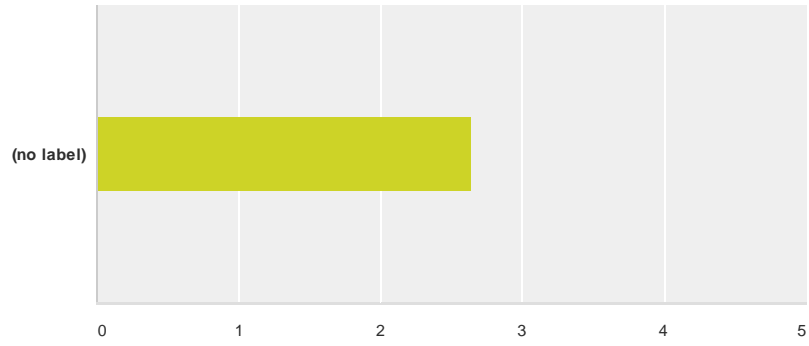


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Answer Choices	Responses	
will decrease	10.76%	148
will stay about the same	58.76%	808
will 26n crease	30.47%	419
<b>Total</b>		<b>1,375</b>

**Q4 On average, in how many formal CE opportunities (workshop, professional conference, course) do you participate annually?**

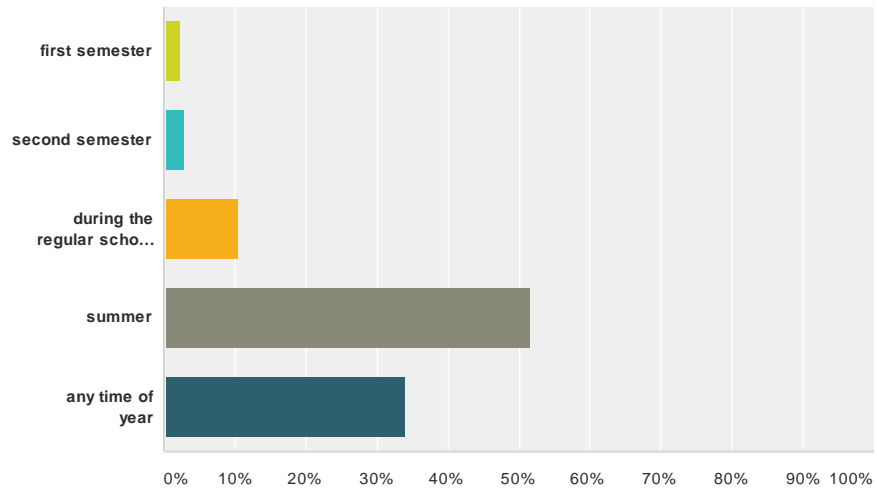
Answered: 1,387 Skipped: 12



	0	1	2	3	>3	Total	Average Rating
(no label)	2.31% 32	12.55% 174	29.27% 406	31.00% 430	24.87% 345	1,387	2.64

**Q5 What time of year do you prefer to participate in continuing education?  
Select only one.**

Answered: 1,389 Skipped: 10



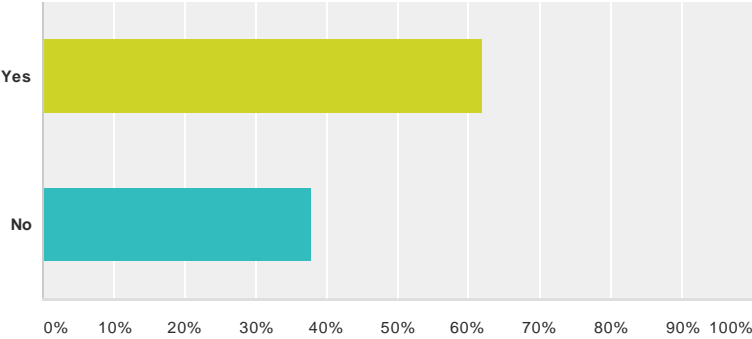
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Answer Choices	Responses
first semester	2.09% 29
second semester	2.66% 37
during the regular school year	10.15% 141
summer	51.26% 712
any time of year	33.84% 470
<b>Total</b>	<b>1,389</b>



### Q6 Have you ever tried online learning?

Answered: 1,391 Skipped: 8

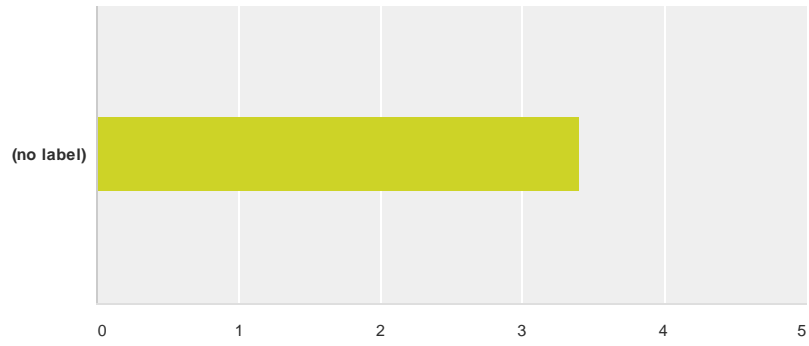


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Answer Choices	Responses	
Yes	61.97%	862
No	38.03%	529
<b>Total</b>		<b>1,391</b>

### Q7 How would you rate online learning on a scale of 1 (low) to 5 (high)?

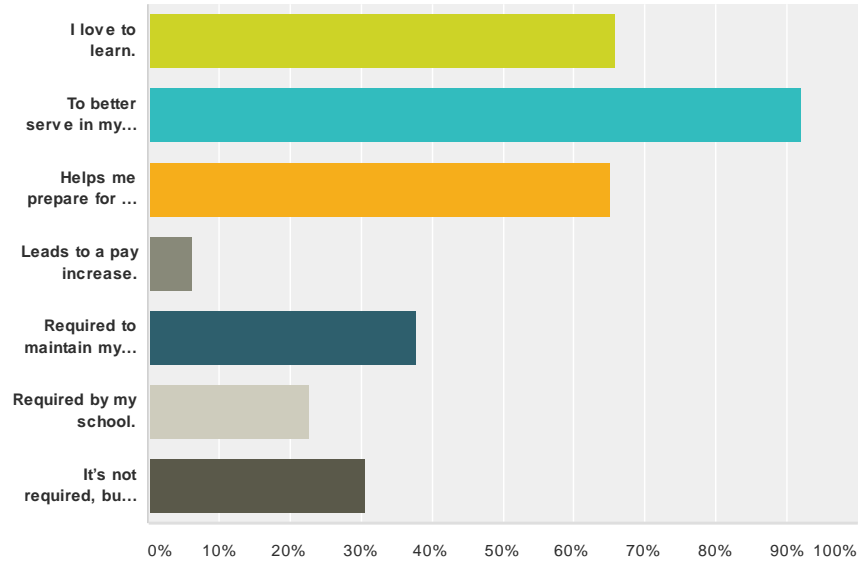
Answered: 1,139 Skipped: 260



	1	2	3	4	5	Total	Average Rating
(no label)	5.53% 63	10.89% 124	34.42% 392	36.17% 412	12.99% 148	1,139	3.40

### Q8 Why do you participate in continuing education? Mark all that might apply.

Answered: 1,389 Skipped: 10

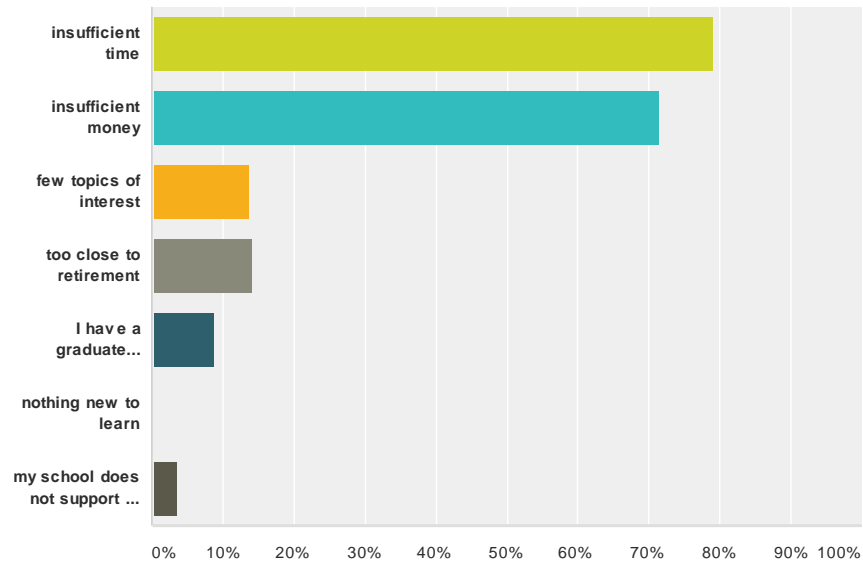


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Answer Choices	Responses
I love to learn.	65.51% 910
To better serve in my call.	91.94% 1,277
Helps me prepare for new areas of service, either in my present or in a future call.	64.87% 901
Leads to a pay increase.	6.05% 84
Required to maintain my license.	37.65% 523
Required by my school.	22.61% 314
It's not required, but I feel like I should.	30.38% 422
<b>Total Respondents: 1,389</b>	

## Q9 What potential barriers may hamper you from achieving your continuing education goals?

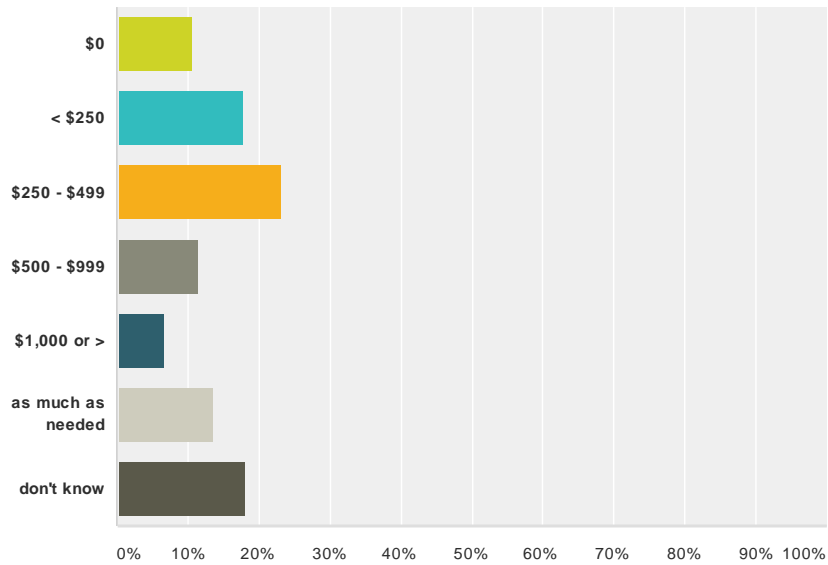
Answered: 1,346 Skipped: 53



Answer Choices	Responses
insufficient time	78.97% 1,063
insufficient money	71.10% 957
few topics of interest	13.67% 184
too close to retirement	14.04% 189
I have a graduate degree/license	8.47% 114
nothing new to learn	0.07% 1
my school does not support new ideas	3.27% 44
<b>Total Respondents: 1,346</b>	

## Q10 How much financial support for continuing education does your school/congregation provide you each year?

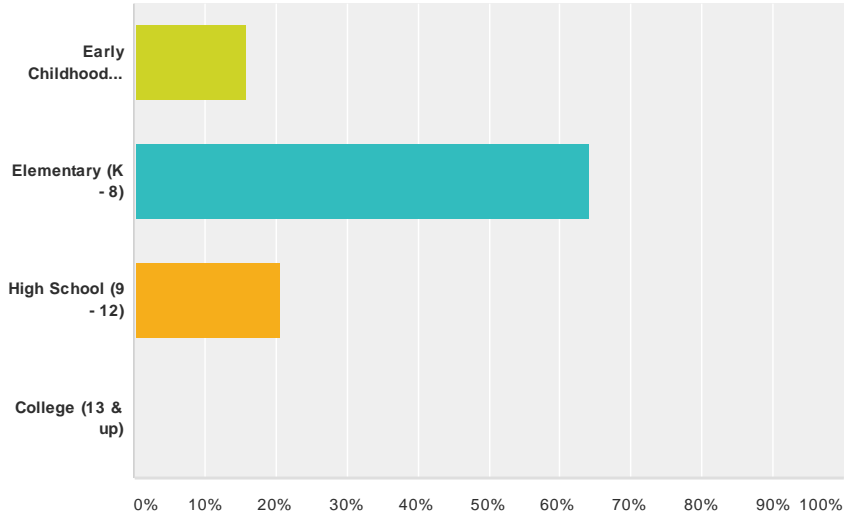
Answered: 1,285 Skipped: 114



Answer Choices	Responses	Count
\$0	10.51%	135
< \$250	17.51%	225
\$250 - \$499	23.04%	296
\$500 - \$999	11.21%	144
\$1,000 or >	6.46%	83
as much as needed	13.39%	172
don't know	17.90%	230
<b>Total</b>		<b>1,285</b>

## Q11 What grade level do you teach/administer?

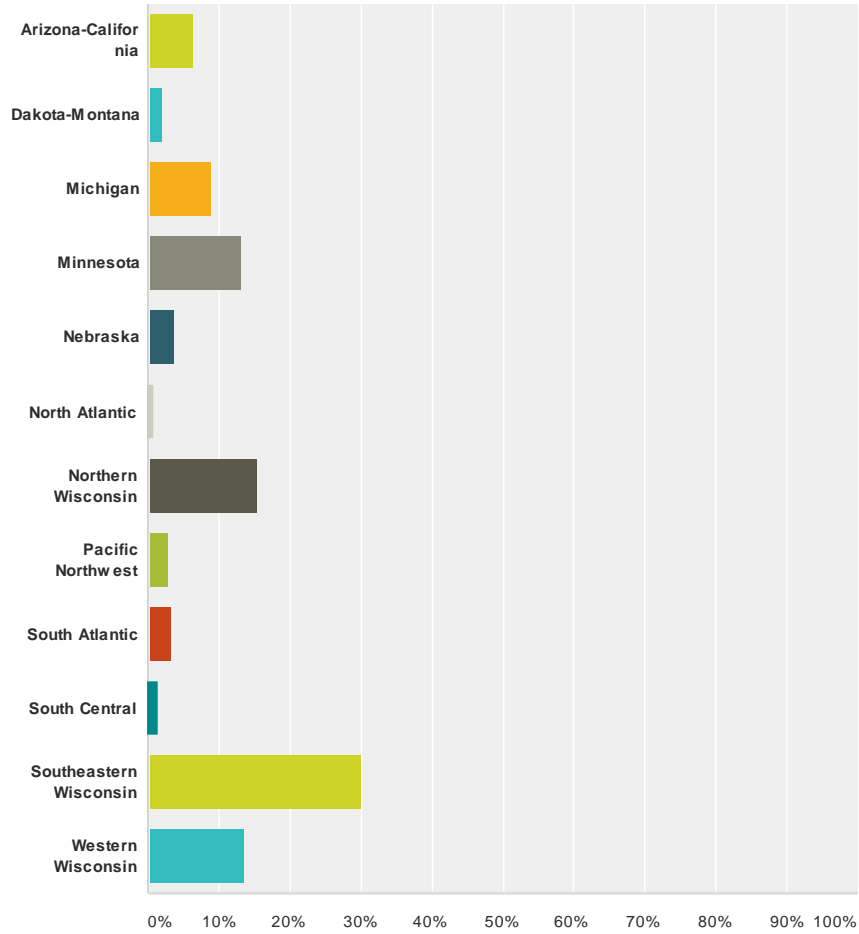
Answered: 1,399 Skipped: 0



Answer Choices	Responses	Count
Early Childhood (birth to age five)	15.58%	218
Elementary (K - 8)	63.97%	895
High School (9 - 12)	20.44%	286
College (13 & up)	0.00%	0
<b>Total</b>		<b>1,399</b>

## Q12 In which WELS district do you serve?

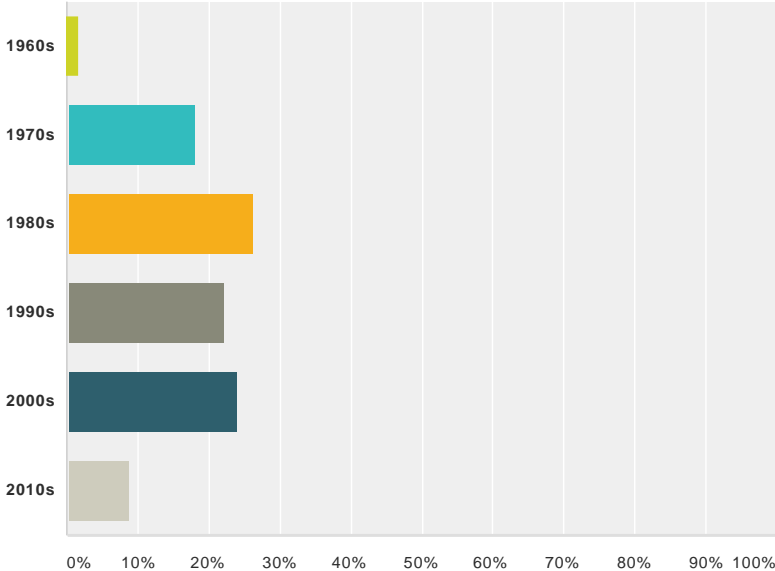
Answered: 1,399 Skipped: 0



Answer Choices	Responses
Arizona-California	6.36% 89
Dakota-Montana	1.93% 27
Michigan	8.86% 124
Minnesota	12.87% 180
Nebraska	3.65% 51
North Atlantic	0.79% 11
Northern Wisconsin	15.15% 212
Pacific Northwest	2.64% 37
South Atlantic	3.07% 43
South Central	1.50% 21
Southeastern Wisconsin	29.88% 418
Western Wisconsin	13.30% 186
<b>Total</b>	<b>1,399</b>

### Q13 Which decade did you graduate from college?

Answered: 1,389 Skipped: 10

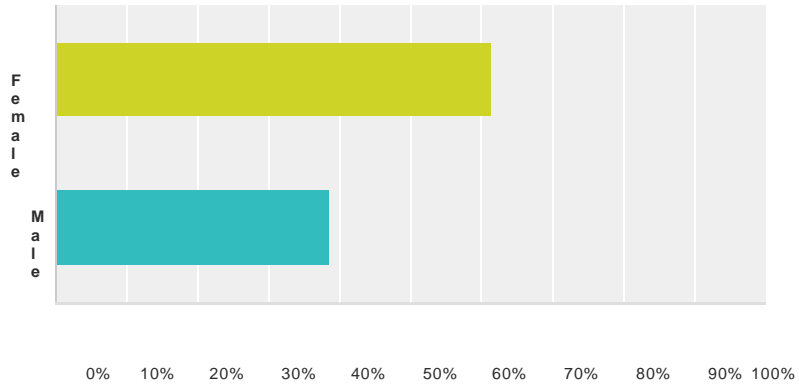


Answer Choices	Responses
1960s	1.73% 24
1970s	17.85% 248
1980s	26.06% 362
1990s	21.96% 305
2000s	23.90% 332
2010s	8.50% 118
<b>Total</b>	<b>1,389</b>



### Q14 What is your gender?

Answered: 1,396  
Skipped: 3



Answer Choices	Responses
Female	61.39% 857
Male	38.61% 539
<b>Total</b>	<b>1,396</b>

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**Appendix B: Cross Tabulations by Gender**

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Appendix B: Cross Tabulations by Gender

TABLE 1B

Question 1	Read an educational blog–	Read a professional magazine/journal–	Read a professional book–	Took an educational trip–	Attended a school-sponsored inservice or training–	Attended a local or district teachers' conference–	Attended a professional conference (other than a teachers' conference)–	Attended a workshop (not for credit)–	Took a course (1-3 credits)–	Participated in a certificate or degree program–	Total–
– Q14: Female	47.8 6% 403	56.53 % 476	62.11 % 523	18.29 % 154	71.50 % 602	82.9 0% 698	31.24 % 263	45.7 2% 385	33.1 4% 279	12.1 1% 102	3,885
– Q14: Male	49.7 2% 266	65.42 % 350	61.68 % 330	21.31 % 114	80.93 % 433	86.7 3% 464	39.44 % 211	45.0 5% 241	37.2 0% 199	19.4 4% 104	2,712
– Total Respondents	669	826	853	268	1035	116 2	474	626	478	206	1377

TABLE 2B

Question 2	decreased–	stayed about the same–	increased–	Total–
– Q14: Female	16.04% 136	57.43% 487	26.53% 225	848
– Q14: Male	11.63% 62	60.79% 324	27.58% 147	533
– Total Respondents	198	811	372	1381

TABLE 3B

Question 3	will decrease–	will stay about the same–	will increase–	Total–
– Q14: Female	10.69% 90	58.67% 494	30.64% 258	842
– Q14: Male	10.94% 58	58.68% 311	30.38% 161	530
– Total Respondents	148	805	419	1372

Appendix B: Cross Tabulations by Gender

TABLE 4B

Question 4	0–	1–	2–	3–	>3–	Total–
– Q14: Female	2.59% 22	14.35% 122	30.12% 256	30.35% 258	22.59% 192	850
– Q14: Male	1.87% 10	9.55% 51	28.09% 150	32.02% 171	28.46% 152	534

TABLE 5B

Question 5	first semester–	second semester–	during the regular school year–	summer–	any time of year–	Total–
– Q14: Female	1.88% 16	2.00% 17	10.11% 86	54.76% 466	31.26% 266	851
– Q14: Male	2.43% 13	3.74% 20	10.09% 54	45.79% 245	37.94% 203	535
– Total Respondents	29	37	140	711	469	1386

TABLE 6B

Question 6	Yes–	No–	Total–
– Q14: Female	59.27% 505	40.73% 347	852
– Q14: Male	66.23% 355	33.77% 181	536
– Total Respondents	860	528	1388

TABLE 7B

Question 7	1–	2–	3–	4–	5–	Total–
– Q14: Female	5.64% 39	10.98% 76	36.13% 250	33.53% 232	13.73% 95	692
– Q14: Male	5.39% 24	10.79% 48	31.91% 142	40.00% 178	11.91% 53	445

Appendix B: Cross Tabulations by Gender

TABLE 8B

Question 8	I love to learn.–	To better serve in my call.–	Helps me prepare for new areas of service, either in my present or in a future call.–	Leads to a pay increase.–	Required to maintain my license.–	Required by my school.–	It's not required, but I feel like I should.–	Total–
– Q14: Female	68.71% 584	90.71% 771	62.94% 535	4.94% 42	41.76% 355	21.88% 186	27.53% 234	2,707
– Q14: Male	60.45% 324	94.03% 504	68.28% 366	7.84% 42	31.16% 167	23.69% 127	34.89% 187	1,717
– Total Respondents	908	1275	901	84	522	313	421	1386

TABLE 9B

Question 9	insufficient time.–	insufficient money.–	few topics of interest.–	too close to retirement.–	I have a graduate degree/license.–	nothing new to learn.–	my school does not support new ideas.–	Total–
– Q14: Female	76.80% 629	72.16% 591	14.90% 122	15.26% 125	6.47% 53	0.12% 1	3.05% 25	1,546
– Q14: Male	82.63% 433	69.85% 366	11.64% 61	12.02% 63	11.64% 61	0.00% 0	3.44% 18	1,002
– Total Respondents	1062	957	183	188	114	1	43	1343

TABLE 10B

Question 10	\$0–	< \$250–	\$250 - \$499–	\$500 - \$999–	\$1,000 or >–	as much as needed–	don't know–	Total–
– Q14: Female	11.45% 90	20.36% 160	24.55% 193	7.00% 55	3.18% 25	11.20% 88	22.26% 175	786
– Q14: Male	9.07% 45	12.50% 62	20.77% 103	17.94% 89	11.69% 58	16.94% 84	11.09% 55	496
– Total Respondents	135	222	296	144	83	172	230	1282

Appendix B: Cross Tabulations by Gender

TABLE 11B

Question 11	Early Childhood (birth to age five)–	Elementary (K - 8)–	High School (9 - 12)–	College (13 & up)–	Total–
– Q14: Female	25.20% 216	64.18% 550	10.62% 91	0.00% 0	857
– Q14: Male	0.37% 2	63.64% 343	35.99% 194	0.00% 0	539
– Total Respondents	218	893	285	0	1396

TABLE 12B

Question 13	1960s–	1970s–	1980s–	1990s–	2000s–	2010s–	Total–
– Q14: Female	1.53% 13	18.28% 155	28.54% 242	20.17% 171	21.93% 186	9.55% 81	848
– Q14: Male	2.04% 11	16.88% 91	22.26% 120	24.86% 134	27.09% 146	6.86% 37	539
– Total Respondents	24	246	362	305	332	118	1387

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Appendix B: Cross Tabulations by Gender

**Appendix C: Cross Tabulations by Level of CE Financial Support**

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Appendix B: Cross Tabulations by Gender

TABLE 1C

Question 1	Read an educational blog–	Read a professional magazine/journal–	Read a professional book–	Took an educational trip–	Attended a school-sponsored inservice or training–	Attended a local or district teachers' conference–	Attended a professional conference (other than a teachers' conference)–	Attended a workshop (not for credit)–	Took a course (1 - 3 credits)–	Participated in a certificate or degree program–	Total–
– Q10: \$0	54.62% 71	51.54% 67	48.46% 63	20.00% 26	61.54% 80	74.62% 97	22.31% 29	37.69% 49	27.69% 36	13.85% 18	536
– Q10: < \$250	43.89% 97	57.01% 126	60.63% 134	20.36% 45	72.40% 160	81.00% 179	23.98% 53	50.23% 111	24.43% 54	4.52% 10	969
– Q10: \$250 - \$499	49.15% 144	64.51% 189	62.46% 183	19.45% 57	77.13% 226	89.76% 263	36.86% 108	53.24% 156	36.18% 106	10.58% 31	1,463
– Q10: \$500 - \$999	47.55% 68	64.34% 92	66.43% 95	20.98% 30	77.62% 111	88.11% 126	43.36% 62	44.76% 64	46.15% 66	20.28% 29	743
– Q10: \$1,000 or >	62.65% 52	71.08% 59	72.29% 60	19.28% 16	83.13% 69	95.18% 79	54.22% 45	39.76% 33	56.63% 47	43.37% 36	496
– Q10: as much as needed	48.24% 82	64.71% 110	67.65% 115	22.94% 39	78.24% 133	80.00% 136	36.47% 62	42.35% 72	47.06% 80	21.18% 36	865
– Q10: don't know	40.97% 93	51.98% 118	54.19% 123	17.62% 40	75.33% 171	81.06% 184	32.60% 74	37.89% 86	18.50% 42	9.25% 21	952
– Total Respondents	607	761	773	253	950	1064	433	571	431	181	1267



Appendix B: Cross Tabulations by Gender

TABLE 2C

Question 2	decreased	stayed about the same	increased	Total
– Q10: \$0	<b>25.38%</b> 33	<b>52.31%</b> 68	<b>22.31%</b> 29	130
– Q10: < \$250	<b>17.33%</b> 39	<b>61.33%</b> 138	<b>21.33%</b> 48	225
– Q10: \$250 - \$499	<b>11.82%</b> 35	<b>61.82%</b> 183	<b>26.35%</b> 78	296
– Q10: \$500 - \$999	<b>9.72%</b> 14	<b>56.25%</b> 81	<b>34.03%</b> 49	144
– Q10: \$1,000 or >	<b>7.32%</b> 6	<b>57.32%</b> 47	<b>35.37%</b> 29	82
– Q10: as much as needed	<b>11.18%</b> 19	<b>58.24%</b> 99	<b>30.59%</b> 52	170
– Q10: don't know	<b>14.60%</b> 33	<b>60.18%</b> 136	<b>25.22%</b> 57	226
– Total Respondents	179	752	342	1273

TABLE 3C

Question 3	will decrease	will stay about the same	will increase	Total
– Q10: \$0	<b>14.39%</b> 19	<b>57.58%</b> 76	<b>28.03%</b> 37	132
– Q10: < \$250	<b>11.82%</b> 26	<b>57.73%</b> 127	<b>30.45%</b> 67	220
– Q10: \$250 - \$499	<b>8.97%</b> 26	<b>63.10%</b> 183	<b>27.93%</b> 81	290
– Q10: \$500 - \$999	<b>10.49%</b> 15	<b>60.84%</b> 87	<b>28.67%</b> 41	143
– Q10: \$1,000 or >	<b>10.84%</b> 9	<b>63.86%</b> 53	<b>25.30%</b> 21	83
– Q10: as much as needed	<b>11.83%</b> 20	<b>57.99%</b> 98	<b>30.18%</b> 51	169
– Q10: don't know	<b>10.22%</b> 23	<b>51.11%</b> 115	<b>38.67%</b> 87	225
– Total Respondents	138	739	385	1262

Appendix B: Cross Tabulations by Gender

TABLE 4C

Question 4	0–	1–	2–	3–	>3–	Total–
– Q10: \$0	6.72% 9	23.88% 32	37.31% 50	18.66% 25	13.43% 18	134
– Q10: < \$250	3.17% 7	19.91% 44	28.05% 62	30.77% 68	18.10% 40	221
– Q10: \$250 - \$499	1.02% 3	9.52% 28	30.61% 90	34.35% 101	24.49% 72	294
– Q10: \$500 - \$999	2.10% 3	6.99% 10	25.87% 37	33.57% 48	31.47% 45	143
– Q10: \$1,000 or >	0.00% 0	7.23% 6	16.87% 14	31.33% 26	44.58% 37	83
– Q10: as much as needed	1.78% 3	8.88% 15	25.44% 43	31.95% 54	31.95% 54	169
– Q10: don't know	2.17% 5	13.91% 32	33.04% 76	30.87% 71	20.00% 46	230

TABLE 5C

Question 5	first semester–	second semester–	during the regular school year–	summer–	any time of year–	Total–
– Q10: \$0	5.22% 7	4.48% 6	8.96% 12	49.25% 66	32.09% 43	134
– Q10: < \$250	3.13% 7	3.13% 7	12.50% 28	52.23% 117	29.02% 65	224
– Q10: \$250 - \$499	1.02% 3	2.38% 7	6.46% 19	57.82% 170	32.31% 95	294
– Q10: \$500 - \$999	0.69% 1	2.78% 4	13.19% 19	54.17% 78	29.17% 42	144
– Q10: \$1,000 or >	0.00% 0	1.22% 1	4.88% 4	36.59% 30	57.32% 47	82
– Q10: as much as needed	1.75% 3	4.09% 7	6.43% 11	49.12% 84	38.60% 66	171
– Q10: don't know	3.10% 7	1.77% 4	16.37% 37	48.23% 109	30.53% 69	226
– Total Respondents	28	36	130	654	427	1275

Appendix B: Cross Tabulations by Gender

TABLE 6C

Question 6	Yes–	No–	Total–
– Q10: \$0	55.97% 75	44.03% 59	134
– Q10: < \$250	54.91% 123	45.09% 101	224
– Q10: \$250 - \$499	62.84% 186	37.16% 110	296
– Q10: \$500 - \$999	68.75% 99	31.25% 45	144
– Q10: \$1,000 or >	86.75% 72	13.25% 11	83
– Q10: as much as needed	70.59% 120	29.41% 50	170
– Q10: don't know	47.60% 109	52.40% 120	229
– Total Respondents	784	496	1280

TABLE 7C

Question 7	1–	2–	3–	4–	5–	Total–
– Q10: \$0	8.18% 9	13.64% 15	30.91% 34	28.18% 31	19.09% 21	110
– Q10: < \$250	5.08% 9	11.30% 20	41.24% 73	31.64% 56	10.73% 19	177
– Q10: \$250 - \$499	6.33% 15	13.08% 31	31.22% 74	37.55% 89	11.81% 28	237
– Q10: \$500 - \$999	5.56% 7	12.70% 16	30.95% 39	38.89% 49	11.90% 15	126
– Q10: \$1,000 or >	3.90% 3	6.49% 5	31.17% 24	44.16% 34	14.29% 11	77
– Q10: as much as needed	4.76% 7	9.52% 14	28.57% 42	40.14% 59	17.01% 25	147
– Q10: don't know	4.07% 7	11.05% 19	44.19% 76	30.23% 52	10.47% 18	17

TABLE 8C

Question 8	I love to learn.–	To better serve in my call.–	Helps me prepare for new areas of service, either in my present or in a future call.–	Leads to a pay increase.–	Required to maintain my license.–	Required by my school.–	It's not required, but I feel like I should.–	Total–
– Q10: \$0	64.62% 84	84.62% 110	63.08% 82	8.46% 11	37.69% 49	13.85% 18	31.54% 41	395
– Q10: < \$250	64.57% 144	91.03% 203	60.99% 136	1.79% 4	32.74% 73	15.70% 35	34.08% 76	671
– Q10: \$250 - \$499	70.17% 207	95.25% 281	67.80% 200	3.05% 9	38.64% 114	20.68% 61	28.81% 85	957
– Q10: \$500 - \$999	61.54% 88	93.71% 134	64.34% 92	8.39% 12	40.56% 58	28.67% 41	25.87% 37	462
– Q10: \$1,000 or >	68.67% 57	95.18% 79	72.29% 60	10.84% 9	43.37% 36	28.92% 24	25.30% 21	286
– Q10: as much as needed	66.28% 114	94.19% 162	66.86% 115	8.72% 15	42.44% 73	27.91% 48	29.65% 51	578
– Q10: don't know	57.64% 132	89.96% 206	62.01% 142	5.68% 13	31.88% 73	27.95% 64	32.75% 75	705
– Total Respondents	826	1175	827	73	476	291	386	1275

TABLE 9C

Question 9	insufficient time–	insufficient money–	few topics of interest–	too close to retirement–	I have a graduate degree/license–	nothing new to learn–	my school does not support new ideas–	Total–
Q10: \$0	65.67% 88	89.55% 120	8.21% 11	12.69% 17	10.45% 14	0.00% 0	5.97% 8	258
Q10: < \$250	79.09% 174	81.82% 180	18.64% 41	14.55% 32	8.64% 19	0.00% 0	5.91% 13	459
Q10: \$250 - \$499	79.30% 226	70.18% 200	11.58% 33	16.14% 46	8.07% 23	0.35% 1	1.75% 5	534
Q10: \$500 - \$999	83.22% 119	65.73% 94	9.79% 14	16.08% 23	7.69% 11	0.00% 0	2.80% 4	265
Q10: \$1,000 or >	81.58% 62	67.11% 51	13.16% 10	5.26% 4	9.21% 7	0.00% 0	3.95% 3	137
Q10: as much as needed	88.61% 140	42.41% 67	18.99% 30	12.66% 20	9.49% 15	0.00% 0	1.90% 3	275
Q10: don't know	74.66% 165	72.85% 161	15.84% 35	18.10% 40	5.88% 13	0.00% 0	1.81% 4	418
Total Respondents	974	873	174	182	102	1	40	1237

TABLE 10C

Question 11	Early Childhood (birth to age five)–	Elementary (K - 8)–	High School (9 - 12)–	College (13 & up)–	Total–
– Q10: \$0	21.48% 29	65.93% 89	12.59% 17	0.00% 0	135
– Q10: < \$250	22.67% 51	63.56% 143	13.78% 31	0.00% 0	225
– Q10: \$250 - \$499	13.51% 40	71.62% 212	14.86% 44	0.00% 0	296
– Q10: \$500 - \$999	8.33% 12	70.14% 101	21.53% 31	0.00% 0	144
– Q10: \$1,000 or >	4.82% 4	67.47% 56	27.71% 23	0.00% 0	83
– Q10: as much as needed	12.79% 22	55.23% 95	31.98% 55	0.00% 0	172
– Q10: don't know	21.30% 49	58.26% 134	20.43% 47	0.00% 0	230
– Total Respondents	207	830	248	0	1285

TABLE 11C

Question 12	\$0–	< \$250–	\$250 - \$499–	\$500 - \$999–	\$1,000 or >–	as much as needed–	don't know–	Total–
– Q12: Arizona-California	20.00% 16	16.25% 13	22.50% 18	8.75% 7	6.25% 5	7.50% 6	18.75% 15	80
– Q12: Dakota-Montana	7.69% 2	23.08% 6	38.46% 10	0.00% 0	3.85% 1	3.85% 1	23.08% 6	26
– Q12: Michigan	19.49% 23	17.80% 21	19.49% 23	7.63% 9	3.39% 4	17.80% 21	14.41% 17	118
– Q12: Minnesota	4.35% 7	22.98% 37	31.68% 51	14.29% 23	4.97% 8	8.07% 13	13.66% 22	161
– Q12: Nebraska	8.16% 4	20.41% 10	26.53% 13	26.53% 13	6.12% 3	4.08% 2	8.16% 4	49
– Q12: North Atlantic	30.00% 3	10.00% 1	10.00% 1	10.00% 1	10.00% 1	30.00% 3	0.00% 0	10
– Q12: Northern Wisconsin	12.00% 24	13.00% 26	20.50% 41	9.50% 19	4.00% 8	26.00% 52	15.00% 30	200
– Q12: Pacific Northwest	8.82% 3	26.47% 9	17.65% 6	17.65% 6	8.82% 3	2.94% 1	17.65% 6	34
– Q12: South Atlantic	17.50% 7	12.50% 5	25.00% 10	10.00% 4	15.00% 6	10.00% 4	10.00% 4	40
– Q12: South Central	31.58% 6	21.05% 4	26.32% 5	10.53% 2	0.00% 0	5.26% 1	5.26% 1	19
– Q12: Southeastern Wisconsin	7.69% 29	16.71% 63	18.57% 70	9.55% 36	9.81% 37	13.79% 52	23.87% 90	377
– Q12: Western Wisconsin	6.43% 11	17.54% 30	28.07% 48	14.04% 24	4.09% 7	9.36% 16	20.47% 35	171
– Total Respondents	135	225	296	144	83	172	230	1285

TABLE 12C

Question 13	1960s–	1970s–	1980s–	1990s–	2000s–	2010s–	Total–
– Q10: \$0	1.50% 2	18.05% 24	19.55% 26	21.05% 28	27.07% 36	12.78% 17	133
– Q10: < \$250	2.68% 6	21.88% 49	28.57% 64	20.98% 47	19.64% 44	6.25% 14	224
– Q10: \$250 - \$499	0.68% 2	19.59% 58	32.09% 95	20.95% 62	20.95% 62	5.74% 17	296
– Q10: \$500 - \$999	2.08% 3	18.06% 26	25.69% 37	24.31% 35	22.22% 32	7.64% 11	144
– Q10: \$1,000 or >	2.41% 2	9.64% 8	15.66% 13	20.48% 17	43.37% 36	8.43% 7	83
– Q10: as much as needed	1.76% 3	18.24% 31	29.41% 50	21.76% 37	21.18% 36	7.65% 13	170
– Q10: don't know	2.67% 6	16.44% 37	18.22% 41	23.11% 52	24.00% 54	15.56% 35	225
– Total Respondents	24	233	326	278	300	114	1275

TABLE 13C

Question 14	Female–	Male–	Total–
– Q10: \$0	66.67% 90	33.33% 45	135
– Q10: < \$250	72.07% 160	27.93% 62	222
– Q10: \$250 - \$499	65.20% 193	34.80% 103	296
– Q10: \$500 - \$999	38.19% 55	61.81% 89	144
– Q10: \$1,000 or >	30.12% 25	69.88% 58	83
– Q10: as much as needed	51.16% 88	48.84% 84	172
– Q10: don't know	76.09% 175	23.91% 55	230
– Total Respondents	786	496	1282

**Appendix D: Cross Tabulations by Grade Level Taught**

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Appendix D – Cross Tabulations by Grade Level Taught

TABLE 1D

Question 1	Read an educational blog–	Read a professional magazine/journal–	Read a professional book–	Took an educational trip–	Attended a school-sponsored inservice or training–	Attended a local or district teachers' conference–	Attended a professional conference (other than a teachers' conference)–	Attended a workshop (not for credit)–	Took a course (1-3 credits)–	Participated in a certificate or degree program–	Total–
<b>Q11: Early Childhood (birth to age five)</b>	<b>42.58%</b> 89	<b>54.55%</b> 114	<b>52.15%</b> 109	<b>12.92%</b> 27	<b>59.81%</b> 125	<b>77.03%</b> 161	<b>33.49%</b> 70	<b>49.76%</b> 104	<b>36.36%</b> 76	<b>11.00%</b> 23	898
<b>Q11: Elementary (K - 8)</b>	<b>50.34%</b> 446	<b>58.80%</b> 521	<b>63.66%</b> 564	<b>20.77%</b> 184	<b>74.38%</b> 659	<b>88.83%</b> 787	<b>31.49%</b> 279	<b>45.94%</b> 407	<b>35.44%</b> 314	<b>15.80%</b> 140	4,301
<b>Q11: High School (9 - 12)</b>	<b>47.02%</b> 134	<b>67.37%</b> 192	<b>63.86%</b> 182	<b>20.35%</b> 58	<b>89.12%</b> 254	<b>76.14%</b> 217	<b>43.86%</b> 125	<b>40.70%</b> 116	<b>30.88%</b> 88	<b>15.09%</b> 43	1,409
Total Respondents	669	827	855	269	1038	1165	474	627	478	206	1380

TABLE 2D

Question 2	decreased–	stayed about the same–	increased–	Total–
– <b>Q11: Early Childhood (birth to age five)</b>	<b>15.21%</b> 33	<b>55.76%</b> 121	<b>29.03%</b> 63	217
– <b>Q11: Elementary (K - 8)</b>	<b>14.93%</b> 132	<b>58.37%</b> 516	<b>26.70%</b> 236	884
– <b>Q11: High School (9 - 12)</b>	<b>12.01%</b> 34	<b>62.19%</b> 176	<b>25.80%</b> 73	283
– Total Respondents	199	813	372	1384

TABLE 3D

Question 3	will decrease–	will stay about the same–	will increase–	Total–
– <b>Q11: Early Childhood (birth to age five)</b>	<b>9.77%</b> 21	<b>59.07%</b> 127	<b>31.16%</b> 67	215
– <b>Q11: Elementary (K - 8)</b>	<b>10.33%</b> 91	<b>59.70%</b> 526	<b>29.97%</b> 264	881
– <b>Q11: High School (9 - 12)</b>	<b>12.90%</b> 36	<b>55.56%</b> 155	<b>31.54%</b> 88	279
– Total Respondents	148	808	419	1375

Appendix D – Cross Tabulations by Grade Level Taught

TABLE 4D

Question 4	0–	1–	2–	3–	>3–	Total–
– Q11: Early Childhood (birth to age five)	4.17% 9	14.35% 31	29.17% 63	24.07% 52	28.24% 61	216
– Q11: Elementary (K - 8)	1.91% 17	12.27% 109	28.94% 257	32.66% 290	24.21% 215	888
– Q11: High School (9 - 12)	2.12% 6	12.01% 34	30.39% 86	31.10% 88	24.38% 69	283

TABLE 5D

Question 5	first semester–	second semester–	during the regular school year–	summer–	any time of year–	Total–
– Q11: Early Childhood (birth to age five)	1.39% 3	2.78% 6	11.57% 25	45.37% 98	38.89% 84	216
– Q11: Elementary (K - 8)	1.69% 15	1.80% 16	9.10% 81	55.28% 492	32.13% 286	890
– Q11: High School (9 - 12)	3.89% 11	5.30% 15	12.37% 35	43.11% 122	35.34% 100	283
– Total Respondents	29	37	141	712	470	1389

TABLE 6D

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Question 6	Yes–	No–	Total–
– Q11: Early Childhood (birth to age five)	61.57% 133	38.43% 83	216
– Q11: Elementary (K - 8)	60.27% 537	39.73% 354	891
– Q11: High School (9 - 12)	67.61% 192	32.39% 92	284
– Total Respondents	862	529	1391

TABLE 7D

Question 7	1–	2–	3–	4–	5–	Total–
– Q11: Early Childhood (birth to age five)	5.81% 10	9.30% 16	34.88% 60	31.98% 55	18.02% 31	172
– Q11: Elementary (K - 8)	5.58% 41	12.38% 91	34.01% 250	35.92% 264	12.11% 89	735
– Q11: High School (9 - 12)	5.17% 12	7.33% 17	35.34% 82	40.09% 93	12.07% 28	232

TABLE 8D

Question 8	I love to learn.–	To better serve in my call.–	Helps me prepare for new areas of service, either in my present or in a future call.–	Leads to a pay increase.–	Required to maintain my license.–	Required by my school.–	It's not required, but I feel like I should.–	Total–
<b>Q11: Early Childhood (birth to age five)</b>	<b>67.13%</b> 145	<b>86.57%</b> 187	<b>56.02%</b> 121	<b>3.70%</b> 8	<b>46.76%</b> 101	<b>23.61%</b> 51	<b>23.61%</b> 51	664
<b>Q11: Elementary (K - 8)</b>	<b>64.08%</b> 569	<b>92.79%</b> 824	<b>66.10%</b> 587	<b>4.50%</b> 40	<b>38.40%</b> 341	<b>20.27%</b> 180	<b>31.42%</b> 279	2,820
<b>Q11: High School (9 - 12)</b>	<b>68.77%</b> 196	<b>93.33%</b> 266	<b>67.72%</b> 193	<b>12.63%</b> 36	<b>28.42%</b> 81	<b>29.12%</b> 83	<b>32.28%</b> 92	947
Total Respondents	910	1277	901	84	523	314	422	1389

TABLE 9D

Question 9	insufficient time.–	insufficient money.–	few topics of interest.–	too close to retirement.–	I have a graduate degree/license.–	nothing new to learn.–	my school does not support new ideas.–	Total–
<b>Q11: Early Childhood (birth to age five)</b>	<b>69.57%</b> 144	<b>77.29%</b> 160	<b>14.98%</b> 31	<b>12.08%</b> 25	<b>3.86%</b> 8	<b>0.00%</b> 0	<b>1.93%</b> 4	372
<b>Q11: Elementary (K - 8)</b>	<b>80.02%</b> 689	<b>71.54%</b> 616	<b>12.89%</b> 111	<b>14.40%</b> 124	<b>6.85%</b> 59	<b>0.12%</b> 1	<b>4.07%</b> 35	1,635
<b>Q11: High School (9 - 12)</b>	<b>82.73%</b> 230	<b>65.11%</b> 181	<b>15.11%</b> 42	<b>14.39%</b> 40	<b>16.91%</b> 47	<b>0.00%</b> 0	<b>1.80%</b> 5	545
Total Respondents	1063	957	184	189	114	1	44	1346

TABLE 10D

Question 10	\$0–	< \$250–	\$250 - \$499–	\$500 - \$999–	\$1,000 or >–	as much as needed–	don't know–	Total–
<b>Q11: Early Childhood (birth to age five)</b>	<b>14.01%</b> 29	<b>24.64%</b> 51	<b>19.32%</b> 40	<b>5.80%</b> 12	<b>1.93%</b> 4	<b>10.63%</b> 22	<b>23.67%</b> 49	207
<b>Q11: Elementary (K - 8)</b>	<b>10.72%</b> 89	<b>17.23%</b> 143	<b>25.54%</b> 212	<b>12.17%</b> 101	<b>6.75%</b> 56	<b>11.45%</b> 95	<b>16.14%</b> 134	830
<b>Q11: High School (9 - 12)</b>	<b>6.85%</b> 17	<b>12.50%</b> 31	<b>17.74%</b> 44	<b>12.50%</b> 31	<b>9.27%</b> 23	<b>22.18%</b> 55	<b>18.95%</b> 47	248
Total Respondents	135	225	296	144	83	172	230	1285

Appendix C: K – 12 Survey Graphs

TABLE 11D

Question 13	1960s–	1970s–	1980s–	1990s–	2000s–	2010s–	Total–
– Q11: Early Childhood (birth to age five)	0.95% 2	12.80% 27	25.59% 54	24.64% 52	25.12% 53	10.90% 23	211
– Q11: Elementary (K - 8)	1.90% 17	17.25% 154	25.64% 229	19.93% 178	26.32% 235	8.96% 80	893
– Q11: High School (9 - 12)	1.75% 5	23.51% 67	27.72% 79	26.32% 75	15.44% 44	5.26% 15	285
– Total Respondents	24	248	362	305	332	118	1389

TABLE 12D

Question 14	Female–	Male–	Total–
– Q11: Early Childhood (birth to age five)	99.08% 216	0.92% 2	218
– Q11: Elementary (K - 8)	61.59% 550	38.41% 343	893
– Q11: High School (9 - 12)	31.93% 91	68.07% 194	285
– Q11: College (13 & up)	0.00% 0	0.00% 0	0
– Total Respondents	857	539	1396

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**Appendix E: Cross Tabulations by Decade of Graduation**

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Appendix E – Cross Tabulations by Decade of Graduation

TABLE 1E

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Question 1	Read an educational blog–	Read a professional magazine/journal–	Read a professional book–	Took an educational trip–	Attended a school-sponsored inservice or training–	Attended a local or district teachers' conference–	Attended a professional conference (other than a teachers' conference)–	Attended a workshop (not for credit)–	Took a course (1-3 credits)–	Participated in a certificate or degree program–	Total–
Q13: 1960s	37.50% 9	58.33% 14	54.17% 13	37.50% 9	75.00% 18	79.17% 19	33.33% 8	62.50% 15	8.33% 2	0.00% 0	107
Q13: 1970s	40.89% 101	66.80% 165	63.16% 156	21.86% 54	78.95% 195	83.81% 207	36.44% 90	44.13% 109	21.86% 54	7.69% 19	1,150
Q13: 1980s	44.13% 158	58.38% 209	63.41% 227	23.18% 83	71.79% 257	88.83% 318	32.68% 117	51.96% 186	35.47% 127	14.53% 52	1,734
Q13: 1990s	51.00% 153	61.67% 185	61.67% 185	15.33% 46	74.33% 223	82.33% 247	39.00% 117	46.00% 138	36.00% 108	16.00% 48	1,450
Q13: 2000s	54.29% 177	59.51% 194	62.27% 203	17.79% 58	77.61% 253	84.66% 276	30.98% 101	39.26% 128	42.64% 139	21.78% 71	1,600
Q13: 2010s	58.62% 68	46.55% 54	57.76% 67	12.93% 5	74.14% 86	78.45% 91	31.90% 37	40.52% 47	38.79% 45	11.21% 13	523
Total Respondents	666	821	851	265	1032	1158	470	623	475	203	1371

TABLE 2E

Question 2	decreased–	stayed about the same–	increased–	Total–
– Q13: 1960s	18.18% 4	63.64% 14	18.18% 4	22
– Q13: 1970s	13.88% 34	70.61% 173	15.51% 38	245
– Q13: 1980s	12.78% 46	64.72% 233	22.50% 81	360
– Q13: 1990s	14.85% 45	54.13% 164	31.02% 94	303
– Q13: 2000s	17.52% 58	51.36% 170	31.12% 103	331
– Q13: 2010s	9.73% 11	47.79% 54	42.48% 48	113
– Total Respondents	198	808	368	1374

Appendix E – Cross Tabulations by Decade of Graduation

TABLE 3E

Question 3	will decrease–	will stay about the same–	will increase–	Total–
– Q13: 1960s	52.17% 12	43.48% 10	4.35% 1	23
– Q13: 1970s	20.49% 50	67.21% 164	12.30% 30	244
– Q13: 1980s	8.83% 31	67.24% 236	23.93% 84	351
– Q13: 1990s	5.32% 16	51.50% 155	43.19% 130	301
– Q13: 2000s	9.42% 31	58.36% 192	32.22% 106	329
– Q13: 2010s	5.98% 7	40.17% 47	53.85% 63	117
Total Respondents	147	804	414	1365

TABLE 4E

Question 4	0–	1–	2–	3–	>3–	Total–
– Q13: 1960s	0.00% 0	16.67% 4	29.17% 7	29.17% 7	25.00% 6	24
– Q13: 1970s	3.25% 8	12.60% 31	30.08% 74	35.37% 87	18.70% 46	246
– Q13: 1980s	1.12% 4	14.01% 50	26.05% 93	32.21% 115	26.61% 95	357
– Q13: 1990s	2.64% 8	13.53% 41	28.05% 85	30.03% 91	25.74% 78	303
– Q13: 2000s	2.74% 9	8.21% 27	32.52% 107	28.88% 95	27.66% 91	329
– Q13: 2010s	2.54% 3	16.10% 19	31.36% 37	29.66% 35	20.34% 24	118

Appendix E – Cross Tabulations by Decade of Graduation

TABLE 5E

Question 5	first semester–	second semester–	during the regular school year–	summer–	any time of year–	Total–
– Q13: 1960s	4.17% 1	0.00% 0	16.67% 4	54.17% 13	25.00% 6	24
– Q13: 1970s	2.45% 6	1.63% 4	11.02% 27	58.37% 143	26.53% 65	245
– Q13: 1980s	1.11% 4	1.95% 7	8.91% 32	57.38% 206	30.64% 110	359
– Q13: 1990s	2.64% 8	3.96% 12	8.58% 26	49.50% 150	35.31% 107	303
– Q13: 2000s	1.82% 6	3.03% 10	10.30% 34	42.12% 139	42.73% 141	330
– Q13: 2010s	2.54% 3	3.39% 4	13.56% 16	47.46% 56	33.05% 39	118
Total Respondents	28	37	139	707	468	1379

TABLE 6E

Question 6	Yes–	No–	Total–
– Q13: 1960s	58.33% 14	41.67% 10	24
– Q13: 1970s	46.75% 115	53.25% 131	246
– Q13: 1980s	59.61% 214	40.39% 145	359
– Q13: 1990s	64.57% 195	35.43% 107	302
– Q13: 2000s	73.49% 244	26.51% 88	332
– Q13: 2010s	61.02% 72	38.98% 46	118
Total Respondents	854	527	1381



Appendix C: K – 12 Survey Graphs

TABLE 7E

Question 7	1–	2–	3–	4–	5–	Total–
– Q13: 1960s	5.00% 1	0.00% 0	45.00% 9	45.00% 9	5.00% 1	20
– Q13: 1970s	9.94% 18	18.78% 34	39.78% 72	24.86% 45	6.63% 12	181
– Q13: 1980s	6.38% 18	10.99% 31	35.46% 100	34.40% 97	12.77% 36	282
– Q13: 1990s	7.26% 18	12.10% 30	29.84% 74	35.89% 89	14.92% 37	248
– Q13: 2000s	2.02% 6	7.41% 22	33.00% 98	41.75% 124	15.82% 47	297
– Q13: 2010s	1.98% 2	5.94% 6	37.62% 38	44.55% 45	9.90% 10	101

TABLE 8E

Question 8	I love to learn.–	To better serve in my call.–	Helps me prepare for new areas of service, either in my present or in a future call.–	Leads to a pay increase.–	Required to maintain my license.–	Required by my school.–	It's not required, but I feel like I should.–	Total–
– Q13: 1960s	66.67% 16	91.67% 22	62.50% 15	0.00% 0	12.50% 3	16.67% 4	33.33% 8	68
– Q13: 1970s	62.86% 154	91.02% 223	56.73% 139	1.63% 4	22.45% 55	18.78% 46	40.00% 98	719
– Q13: 1980s	61.56% 221	92.48% 332	60.17% 216	2.79% 10	30.36% 109	22.56% 81	33.98% 122	1,091
– Q13: 1990s	65.02% 197	93.40% 283	66.34% 201	6.27% 19	27.72% 84	20.13% 61	29.70% 90	935
– Q13: 2000s	69.39% 229	92.73% 306	72.42% 239	11.21% 37	53.64% 177	25.15% 83	24.55% 81	1,152
– Q13: 2010s	72.03% 85	87.29% 103	72.88% 86	11.86% 14	77.12% 91	29.66% 35	16.95% 20	434
Total Respondents	902	1269	896	84	519	310	419	1379

TABLE 9E

	insufficient time	insufficient money	few topics of interest	too close to retirement	I have a graduate degree/license	nothing new to learn	my school does not support new ideas	Total
– Q13: 1960s	54.17% 13	50.00% 12	4.17% 1	62.50% 15	8.33% 2	0.00% 0	0.00% 0	43
– Q13: 1970s	70.64% 166	53.62% 126	11.06% 26	56.60% 133	16.17% 38	0.00% 0	1.70% 4	493
– Q13: 1980s	77.91% 268	68.31% 235	15.70% 54	10.47% 36	7.56% 26	0.00% 0	0.87% 3	622
– Q13: 1990s	86.49% 256	78.72% 233	11.82% 35	0.34% 1	6.76% 20	0.00% 0	3.72% 11	556
– Q13: 2000s	82.97% 268	79.57% 257	14.55% 47	0.93% 3	8.36% 27	0.31% 1	4.95% 16	619
– Q13: 2010s	78.07% 89	75.44% 86	15.79% 18	0.00% 0	0.88% 1	0.00% 0	8.77% 10	204
Total Respondents	1060	949	181	188	114	1	44	1336

TABLE 10E

Question 10	\$0	< \$250	\$250 - \$499	\$500 - \$999	\$1,000 or >	as much as needed	don't know	Total
– Q13: 1960s	8.33% 2	25.00% 6	8.33% 2	12.50% 3	8.33% 2	12.50% 3	25.00% 6	24
– Q13: 1970s	10.30% 24	21.03% 49	24.89% 58	11.16% 26	3.43% 8	13.30% 31	15.88% 37	233
– Q13: 1980s	7.98% 26	19.63% 64	29.14% 95	11.35% 37	3.99% 13	15.34% 50	12.58% 41	326
– Q13: 1990s	10.07% 28	16.91% 47	22.30% 62	12.59% 35	6.12% 17	13.31% 37	18.71% 52	278
– Q13: 2000s	12.00% 36	14.67% 44	20.67% 62	10.67% 32	12.00% 36	12.00% 36	18.00% 54	300
– Q13: 2010s	14.91% 17	12.28% 14	14.91% 17	9.65% 11	6.14% 7	11.40% 13	30.70% 35	114
– Total Respondents	133	224	296	144	83	170	225	1275

TABLE 11E

Question 11	Early Childhood (birth to age five)	Elementary (K - 8)	High School (9 - 12)	College (13 & up)	Total
– Q13: 1960s	8.33% 2	70.83% 17	20.83% 5	0.00% 0	24
– Q13: 1970s	10.89% 27	62.10% 154	27.02% 67	0.00% 0	248
– Q13: 1980s	14.92% 54	63.26% 229	21.82% 79	0.00% 0	362
– Q13: 1990s	17.05% 52	58.36% 178	24.59% 75	0.00% 0	305
– Q13: 2000s	15.96% 53	70.78% 235	13.25% 44	0.00% 0	332
– Q13: 2010s	19.49% 23	67.80% 80	12.71% 15	0.00% 0	118
Total Respondents	211	893	285	0	1389

TABLE 12E

Question 14	Female	Male	Total
– Q13: 1960s	54.17% 13	45.83% 11	24
– Q13: 1970s	63.01% 155	36.99% 91	246
– Q13: 1980s	66.85% 242	33.15% 120	362
– Q13: 1990s	56.07% 171	43.93% 134	305
– Q13: 2000s	56.02% 186	43.98% 146	332
– Q13: 2010s	68.64% 81	31.36% 37	118
– Total Respondents	848	539	1387

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